# Administrators Oppose Assessment Tests (See p. 3)


# NEA REPORTER

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## NEA Commission Outlines Program For 90th Congress

The NEA legislative program for the 90th Congress calls for broad general support of public education. Basing its recommendations on the Platform and Resolutions adopted by the Representative Assembly last July, the NEA Legislative Commission supports full funding of current federal educational programs, and defines 11 areas of major concern:

- **Tax Deduction for Teachers' Educational Expenses.** As a result of activities in the second session of the 89th Congress, the Internal Revenue Service will soon issue new regulations considerably more favorable to the profession than those of previous years. The Commission points out, however, that the matter of deduction from gross income can be settled only by legislation.
- **Medicare Coverage.** The Commission will continue to press for legislation to provide Medicare coverage for teachers not now covered by Social Security. This coverage is of importance to more than 700,000 teachers.
- **Teachers' Salaries.** In the context of NEA's dual purpose of improving the quality of instruction and advancing the interests of the teaching profession, the Commission will call for federal participation in a foundation program to establish minimum professional salaries (recognizing diverse economic and geographic conditions around the nation).
- **School Construction.** In keeping with clearly established need, the Commission will seek legislation to provide for a broad program of federal aid for construction of public elementary and secondary schools.
- **Judicial Review.** The Commission will continue its efforts toward legislation providing for judicial review of the constitutionality of federal programs which provide public funds for nonpublic educational purposes.
- **National Defense Education Act.** The Commission will support extension and expansion of NDEA, particularly to provide that school health and physical education be included. These are the only major curricular areas not currently supported under NDEA.
- **Copyright Law.** Efforts will be continued for enactment of a new copyright law—replacing the outmoded 1909 statute—that will provide for "fair use" of copyrighted materials for instructional purposes.
- **Overseas Dependent Schools.** Despite notable progress in improving the situation in overseas dependent schools last year—as a result of NEA's legislative efforts—the Commission will seek elimination of the per-pupil cost figure in the appropriations bill so that the Department of Defense schools may be more effectively and efficiently administered and operated.
- **National Teacher Corps.** The Commission recognizes the need for adequate staff and instruction for disadvantaged children. To this extent, the Commission supports the original concept of the National Teacher Corps program.
- **Home Rule.** Home Rule for the District of Columbia will receive appropriate support, in cooperation with the coordinated efforts of state associations.
- **Trust Fund for Education.** Several proposals have been advanced for tax-sharing programs to provide a return of some federal tax dollars to the states. The Commission believes that if a tax-sharing program is developed by the Congress, certain of these funds should be specifically earmarked for public elementary and secondary education.

*Pioneering Venture*

## NEA Sets Up Nationwide Computer-Based System To Locate Teacher Jobs

NEA has established a nationwide computer-based system to help teachers and counselors find the job they want and to help school systems fill their vacancies. The system, called NEA*SEARCH, will match job openings with job seekers, using electronic data-processing equipment for speed, accuracy, and low cost.

**Teachers and school counselors may apply now by completing and mailing the form on pages 7 and 8 of this issue of the** REPORTER.

The annual registration fee for applicants is $8, but early registrants (until February 28, 1967) pay only $4.

NEA*SEARCH is a locator and referral service, not a placement bureau, according to its director, George E. Arnstein. It will supplement and assist, rather than replace, present placement services and personnel.

NEA*SEARCH is a nonprofit project, initially supported by NEA funds. It is expected to become self-supporting from the modest fees paid by job candidates and employers.

Applicants this year will be restricted to those seeking full-time positions in public and private schools, kindergarten through grade 12. Overseas positions with instruction in English are included. NEA*SEARCH may eventually be expanded to serve college faculty, school administrators, school nurses, teacher aides, and others, Dr. Arnstein said.

Cecil J. Hannan, NEA assistant executive secretary for professional development and

(See COMPUTER-BASED SYSTEM, page 7)

## Membership in NEA 850,334 at Midyear; Million Seen by May

For the third year in a row, NEA midyear membership has topped 800,000. Although substantial blocks of memberships are still locked up in data-processing operations in several state associations, 850,334 members had enrolled by December 31.

John H. Starie, director of the NEA division of affiliates and membership, this month predicted "a good year." He said he is "confident that we shall have more than a million members by May 31.

"The processing of memberships has been slowed down by the introduction of data processing in a number of states. Several states are showing reactions to increases in state association dues. In a few others the problems of integration and merger of associations appear to be slowing enrollment, but the number of places that are showing an increase is indicative that we shall have a good year."

(See MEMBERSHIP IN NEA, page 3)

**HISTORIC ACTION IN TEXAS:** On December 30, 1966, the Teachers State Association of Texas was officially dissolved. TSAT, formerly the Colored Teachers Association of the State of Texas, operated continuously from 1884 until last year, when delegates representing its more than 10,000 members voted to dissolve TSAT so that all Texas teachers could unite in a single professional organization. In the photo above, TSAT Executive Secretary **Vernon McDaniel** holds the certificate of dissolution. Standing are TSAT Vice-President **Vivian R. Bowser** and President **Robert L. Gregory, Jr.**

# School Lands in Arizona Saved By Decision of Supreme Court

The U.S. Supreme Court ruled last week that Arizona lands set aside in trust for the public schools could not be taken for other use unless the schools were compensated for the full appraised value of the lands. The decision brought an "overwhelming success" to the efforts of NEA and the Arizona Education Association to save school lands in Arizona, said Dix W. Price, AEA executive secretary and general counsel. "This unanimous decision of the U.S. Supreme Court has given us exactly what we asked for," Mr. Price said.

The Arizona association, with the assistance of $2,700 from the NEA DuShane Fund for Teacher Rights, carried the case to the U.S. Supreme Court last fall after Arizona courts allowed the state highway department to use without compensation land set aside in trust for the schools by the federal government. At that time, the Arizona association estimated that $10 million had been lost to the schools.

## NEA DuShane Fund For Teacher Rights Backed Arizona Case

The U.S. Supreme Court, in a ruling delivered by Associate Justice John M. Harlan on January 10, concluded that the purpose of the 1912 federal act setting aside certain Arizona lands for schools and other agencies "require that the Act's designated beneficiaries 'derive the full benefit' of the grant." The court ruled, therefore, that "Arizona must actually compensate the trust in money for the full appraised value of any material sites or rights of way which it obtains on or over trust lands."

Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare, under whose office the NEA DuShane Fund for Teacher Rights is managed, lauded the Supreme Court for its role as a "guardian of school lands. This decision makes it clear," he said, "that Arizona school trust lands must be used for the purpose they were intended—to help support the school children of the state. This decision will be very helpful, too, in the 11 other states where similar federal land trusts have been established."

### "Public Apathy, Inadequate Finances"

# Florida Association Invokes Sanctions Against Marion County School System

On December 14, the Florida Education Association invoked professional sanctions against the Marion County School System. The sanctions were invoked after an investigation by an FEA team in early December revealed "deterioration of the school system, made progressively worse by public apathy and inadequate finances." Last September, Marion Education Association officials asked FEA to begin an investigation. On December 6, 7, and 8, an FEA team headed by associate executive secretary Phil Constans, Jr., visited the county.

In November, Marion County educators urged adoption of the following goals for the schools:

- Enactment of the FEA legislative priority items
- Provision of local tax monies for schools in compliance with Florida state law
- Attainment of conditions that would enable the school board to assume its proper leadership role
- Promotion of a professional climate for the practice of teaching in the county
- Full accreditation of Marion County schools by the Southern Association of Colleges and Schools
- Best possible use of current funds.

FEA said it would consider removing the sanctions only after "specific, overt action has been taken by responsible school officials and community leaders in Marion County to significantly improve school conditions."

Marion County is an inland rural county in north central Florida.

### 1,232 Schedules Graded

# NEA's Research Division Evaluates Salary Schedules in Major Districts

To help teachers throughout the nation in their efforts to improve their salary schedules, the NEA Research Division this month began mailing to major school districts in the nation copies of its report evaluating 1966-67 salary schedules for classroom teachers. The report, first of its kind, assigns a score to the salary schedules of 1,232 school districts, thus providing an objective means of comparing the schedules of U.S. districts.

All responding school districts in the nation enrolling 6,000 or more pupils are evaluated in the Research Division report. Local education association presidents and superintendents of each district in the report will receive a copy of the report.

The salary schedules are rated not alone by amounts of salary but also by such factors as ratio of maximum to minimum salaries, recognition of advanced degrees, average increment, and number of increments. Of the 100 points possible under the evaluation system, 60 are credited to factors other than dollar amounts, 40 to dollar amounts of salary.

The evaluation system has been developed jointly by the NEA Research Division and the Salary and Negotiation Service to help in improving salary scheduling practices throughout the nation. Because the report shows not only a district's overall score but also its score on each of 11 factors, it draws a clear picture of the strengths and weaknesses of each schedule.

No school district in the nation scored 100 points on the evaluation. The median score was only 37.5 points; the range was from 5.5 points to 79.5 points.

The research report also includes evaluations of a highly selected group of suburban school districts.

The report is titled "Evaluation of Salary Schedules for Classroom Teachers, 1966-67" (order from NEA Publication-Sales Section).

## Teachers' Salaries Must Increase 8 Percent, NEA Coordinator Says

The coordinator of the NEA Salary and Negotiation Service has called for an 8 percent increase in teachers' salaries and fringe benefits this year. Erwin L. Coons added that in districts where internal salary schedule adjustments are necessary, increases for some educators should exceed 8 percent. He pointed out that the 8 percent gain should be in addition to yearly increments.

Mr. Coons cited the abnormally large increase in the consumer price index in the past year as one reason for his call for a substantial salary increase. He pointed out that the price index rose 3.6 percent, thereby cutting real gains in U.S. teachers' salaries in the past year to only 1.6 percent.

He added that predictions for the 1966-67 year are for a 3.5 to 4 percent increase in the price index. Thus higher salary increases must be negotiated this year to prevent another year of disastrous backsliding, he said.

# CONTRIBUTE TO THE

NEA DuSHANE FUND FOR TEACHER RIGHTS

## Association Fund Offers Legal Aid In Defense of Teachers' Rights

An educator whose teacher rights are seriously violated or who is involved in a case that may set a legal precedent affecting other members of the profession may get assistance from the NEA DuShane Fund for Teacher Rights. This description of the basic policy for the NEA fund was issued this month following a December 30 meeting of the fund's staff committee.

The policies and procedures also include these highlights:

- NEA will work cooperatively with state and local association officials in handling fund cases.
- Requests for financial assistance may be made by an individual or by his local or state association. Because precedent-setting cases affect all teachers, requests will be accepted from nonmembers.
- Requests for subsistence grants or loans will be considered for educators who are in financial need resulting from an alleged injustice.
- The individual's state education association will be asked to conduct a preliminary inquiry into the situation leading to the request for aid, although an NEA staff representative may gather preliminary information if the state association does not supply it.
- In every case, the support of local and state associations will be solicited.
- Requests affecting entire states or major expenditures of funds and clarification of goals will be referred to the NEA Executive Committee.

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# Administrators Oppose Assessment Testing

**CHRISTMAS PARTY IN THE NATION'S CAPITAL:** The District of Columbia Education Association and the NEA Staff Organization co-sponsored a Christmas party for neighborhood children at the Northwest Settlement House in Washington, D.C., last month. Among the DCEA and NEA officers who turned out for the party were **Richard D. Batchelder** (left rear), NEA immediate past president; **Domenic Calabro** (with boy on shoulder), DCEA vice-president; **Harriet F. DeMond** (center), DCEA president; NEA President **Irvamae Applegate** (second from right); and **Braulio Alonso,** NEA vice-president and president-elect. About 70 children and 30 DCEA and NEASO members attended the party.

## AASA Committee Urges All Members To Refuse To Cooperate in Testing Of Assessment Program

The executive committee of the American Association of School Administrators has urged every AASA member to refuse to cooperate with field tryouts and final testing planned by the Carnegie Foundation-backed National Assessment of Educational Progress.

The committee said, in a letter this month to every AASA member, that it has found the arguments against the program more persuasive than those for it. The committee, by unanimous vote, therefore recommended to its members and the educational institutions which they serve that "they refuse to participate in the tryouts of these tests and in the eventual testing program."

### Follows Spirit of Resolution

The AASA committee said its recommendation follows the spirit of a 1966 AASA resolution which states that "AASA opposes any act that would, in effect, establish a national testing system or a national curriculum."

The committee said it has been "examining continuously and in detail the development of the national achievement testing aspects of the National Assessment of Educational Progress (NAEP), a project of the Carnegie Foundation's Exploratory Committee on Assessing the Progress of Education."

The timetable for this project includes tryouts during the current school year and beginning of the testing program in the fall of 1967.

The AASA committee gave four reasons for its stand: First, it said, a national testing program is not able to take into account the educational task to be performed in a particular community; local ethnic, racial, and economic backgrounds; the great diversity in the level of financial support among the states; nor the varying migration of students in some states.

### Tests Would Be Coercive

Second, the committee said, every school in an area that ranks below the national average would find itself branded by the low performance of the sampling in that area. Thus, the tests would become coercive, the committee said, and control of the public school curriculum would be in the hands of a private group with no legal responsibility to the government or the people.

Third, the committee said, specific local schools would be branded as good or bad depending on the sampling for the area they are in. The good school in an area that tested low would be hard pressed to convince the public of its superiority; a bad school in an area that tested high could sit smugly by even though its program left much to be desired. "Neither condition lends itself to true evaluation or improvement of education," the committee added.

Finally, the committee said, national assessment would yield very little, if any, information on the performance of students which is not already known.

The AASA committee warned its members that NAEP personnel may go into school districts even if the system refuses to cooperate, hoping to administer tests to children in their homes.

# Membership in NEA Tops 850,000 at Midyear

## NEA Membership by States

| Enrollment Area | Dec. 31 1966 Total | 1967 Fair-Share Goal | Percent of Goal |
|---|---|---|---|
| Alabama | 16,998 | 22,473 | 75.6 |
| Alaska | 2,292 | 2,242 | ACHIEVED |
| Arizona | 10,726 | 14,342 | 74.8 |
| Arkansas | 10,163 | 11,252 | 90.3 |
| California | 54,024 | 89,740 | 60.2 |
| Colorado | 14,274 | 15,556 | 91.6 |
| Connecticut | 7,686 | 9,630 | 79.8 |
| Delaware | 2,622 | 2,707 | 96.9 |
| District of Columbia | 2,670 | 3,455 | 77.3 |
| Florida | 11,918 | 29,522 | 40.4 |
| Georgia | 19,135 | 26,934 | 71.0 |
| Hawaii | 5,449 | 5,393 | ACHIEVED |
| Idaho | 7,022 | 7,057 | 99.5 |
| Illinois | 36,869 | 44,100 | 83.6 |
| Indiana | 28,857 | 31,983 | 90.2 |
| Iowa | 26,338 | 26,451 | 99.6 |
| Kansas | 23,944 | 24,956 | 95.9 |
| Kentucky | 24,639 | 23,948 | ACHIEVED |
| Louisiana | 2,875 | 6,750 | 42.6 |
| Maine | 6,686 | 6,992 | 95.6 |
| Maryland | 22,979 | 22,936 | ACHIEVED |
| Massachusetts | 10,567 | 16,051 | 65.8 |
| Michigan | 28,445 | 36,774 | 77.4 |
| Minnesota | 20,767 | 21,106 | 98.4 |
| Mississippi | 3,773 | 6,619 | 57.0 |
| Missouri | 27,500 | 29,289 | 93.9 |
| Montana | 7,264 | 7,323 | 99.2 |
| Nebraska | 10,617 | 10,832 | 98.0 |
| Nevada | 4,445 | 4,278 | ACHIEVED |
| New Hampshire | 2,255 | 3,596 | 62.7 |
| New Jersey | 2,416 | 32,340 | 7.5 |
| New Mexico | 9,577 | 9,656 | 99.2 |
| New York (State) | 28,741 | 38,781 | 74.1 |
| New York City | 1,321 | 2,500 | 52.8 |
| North Carolina | 27,758 | 38,486 | 72.1 |
| North Dakota | 5,271 | 5,564 | 94.7 |
| Ohio | 36,053 | 54,045 | 66.7 |
| Oklahoma | 18,859 | 18,512 | ACHIEVED |
| Oregon | 19,634 | 20,467 | 95.9 |
| Pennsylvania | 51,936 | 63,591 | 81.7 |
| Puerto Rico | 2,716 | 5,098 | 53.3 |
| Rhode Island | 557 | 1,277 | 43.6 |
| South Carolina | 12,035 | 13,709 | 87.8 |
| South Dakota | 4,972 | 5,331 | 93.3 |
| Tennessee | 27,440 | 29,651 | 92.5 |
| Texas | 42,035 | 49,410 | 85.1 |
| Utah | 11,058 | 10,259 | ACHIEVED |
| Vermont | 2,124 | 2,271 | 93.5 |
| Virginia | 19,395 | 26,906 | 72.1 |
| Washington | 32,872 | 33,509 | 98.1 |
| West Virginia | 16,940 | 17,256 | 98.2 |
| Wisconsin | 16,025 | 17,741 | 90.3 |
| Wyoming | 3,871 | 3,731 | ACHIEVED |
| Overseas Dep. Schools | 2,052 | 2,458 | 83.5 |
| Foreign and Others | 877 | 1,000 | 87.7 |
| Total | 850,334 | 1,067,836 | 79.6 |

## Eight States Already Meet Year-End Goal; Urban Increase Seen

(Continued from page 1)

Twenty-three states have already exceeded their membership total for May 31, 1966. These states are Alaska, Delaware, Hawaii, Idaho, Iowa, Kentucky, Maine, Maryland, Minnesota, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

Eight of these states (Alaska, Hawaii, Kentucky, Maryland, Nevada, Oklahoma, Utah, and Wyoming) have already achieved their fair-share goals for the year.

Of the 55 NEA enrollment areas, 39 have gains over the same period a year ago ranging from 20 to 4,844. Sixteen enrollment areas show fewer members than last year. In addition to the eight states which have achieved their fair-share goals, 21 other states are within 90 percent of achieving their goals.

Minnesota has already become eligible for a second NEA director next year by enrolling 20,767 members.

Perhaps the most hopeful sign in the membership report is that the large urban areas are showing an increase of 8,574 over the same date a year ago.

Those with increases of 200 or more are: Tucson, Hayward, Norwalk (Calif.), Pasadena, Torrance, Dade Co. (Fla.), Atlanta, Honolulu, Jefferson Co. (Ky.), Caddo Parish (La.), Rapides Parish (La.), Baltimore Co., Prince Georges Co. (Md.), Flint, Grand Rapids, Lansing, St. Paul, St. Louis Suburban, Clark Co. (Nev.), Oklahoma City, Tulsa, Metropolitan Nashville, Memphis, El Paso, Fort Worth, Houston, San Antonio, Norfolk (Va.).

Sixty-one cities have midyear enrollments larger than their final totals last year.

Asked what should be done to make sure that membership does increase, Mr. Starie responded:

"Now is the time for local and state leaders to take stock of the membership situation and to lay plans for follow-through."

He suggested:

- That a check be made to be sure that every membership has been transmitted
- That plans are being made to enroll individuals who did not enroll in the first campaign
- That a planned approach be made to teachers entering the school system for the first time.

"I hope every teacher," he said, "will have an opportunity this year as a member of our united profession to participate in NEA's special services and to share in the great achievements being won for education."

# 1967 NEA Travel Program Offers 60

## Hawaii-California Holiday Awaits NEA Travelers Seeking Sun and Fun Tour

In 1967, more NEA-sponsored tours are available than ever before. Sixty different tours will take NEA travelers to nearly every place of interest to educators. On this continent, tours include an American History Pilgrimage, a visit to the Western National Parks, and a chance to relive the history of the American pueblo dweller. Beyond this continent, tours offer visits to all the splendors of the world, from France to Fiji, from Nepal to the Netherlands.

One NEA tour that is expected to draw great interest this year is a new Hawaii and California Holiday Tour. The itinerary on this 15-day, inexpensive tour includes Los Angeles, San Francisco, and Honolulu. In Los Angeles, NEA travelers will visit Disneyland and Knott's Berry Farm (including its authentic Frontier Town). In San Francisco, travelers will see Fisherman's Wharf, the parks and Civic Center, and the Japanese Tea Garden at Golden Gate Park. A one-day excursion from San Francisco will take the NEA tourists across the Golden Gate Bridge to Muir Woods National Monument, where some of the redwood trees are 2,000 years old and stand 250 feet high.

In Hawaii (after a quick flight) NEA travelers will be greeted with leis and treated to a full-day tour of the island of Oahu, including scenic viewpoints and visits to sugar and pineapple plantations. Another tour on another day will explore the city of Honolulu, the University of Hawaii, and the Pacific War Memorial National Cemetery. Still another day will bring a cruise to historic Pearl Harbor naval base.

**NEA members who wish to visit Los Angeles, San Francisco, and Hawaii on their own may take the NEA tour flights without paying for the other tour services. This bargain package includes air transportation from Chicago, Columbus, or New York City to Los Angeles, air transportation from San Francisco to Honolulu, and air transportation from Honolulu back to Chicago, Columbus, or New York City. It costs just $259 from Chicago; $264 from Columbus; and $280 from New York City. The NEA Division of Educational Travel can supply details and application forms.**

But for these NEA travelers, all will not be sight-seeing. Several days will be set aside for basking in the island sun, and on one night a Hawaiian luau, complete with Polynesian food and entertainment, awaits them.

The cost of this NEA holiday tour is just $447 (from Chicago), $452 (from Columbus, Ohio), or $468 (from New York City).

The Hawaii and California Holiday Tour this summer is available on six dates: from Chicago on July 17 and August 7; from Columbus, Ohio, on July 24; and from New York City on July 10, July 31, and August 14.

For complete details on the Hawaii and California Holiday Tour, check the appropriate box on the coupon at the top of the next page and mail it to the NEA Division of Educational Travel.

The wide range of NEA educational tours is indicated by the following partial listing. (If you would like a complete listing of the 60 tours available this year, ask the NEA Division of Educational Travel to send you its booklet, "Windows on the World." Use the coupon at the top of the next page.)

**Europe**

*Long*—(57 days) General tour of Europe with Scandinavia. $1,538.
*Short*—(29 days) Visiting the major cities of Europe. $932.
*By ship*—(57 days) England, Netherlands, Belgium, Germany, Austria, Italy, Switzerland, France. $1,549 and up.
*Economy*—(33 days) With accommodations in hostels. $896.

**Around the World by Air**

*Academic credit*—(56 days) Leave San Francisco on June 23. $2,585.
*Comprehensive*—(57 days) Includes the Holy Lands. $2,660.
*Speedy*—(28 days) Only the major stops. $1,845.

**Reliving Ancient History**

*Ancient Civilizations in the Mediterranean Area*—(39 days) $1,698.
*The Mayan Civilization*—(24 days) Mexico City, with Central America and the Yucatan. $904.
*The Inca Civilization*—(31 days) Fly around South America. $1,433.
*The American Pueblo Dweller*—(22 days) $471.65.

**Cruises**

*To the South Seas*—(43 days) Includes Hawaii, Australia, New Zealand, Fiji, and more. $1,535 and up.
*To Alaska*—(21 days) Sail the smooth Inside Passage to Alaska. Includes the scenic Canadian Rockies by rail also. $820.
*Vagabond Freighter Cruise*—(approximately 26 days) A leisurely cruise of the Caribbean (with some South American ports). $595 and up.

**Easter**

*Fly around the Caribbean*—(10 days) Leave from New York City on March 24. Return April 2. $469.

**Special Interest Tours**

*Mostly Germany*—(51 days) $1,080 (by air).
*Mostly France*—(45 days) $1,142 (by air).
*Holy Lands*—(40 days) $1,825 (by air).
*Russia*—(39 days) $2,198 (by air).

**A DREAM VACATION:** Educators who join the NEA-sponsored Hawaii and California Holiday Tour this summer will enjoy 15 days of sight-seeing and travel in Los Angeles, San Francisco, and Hawaii. In the Los Angeles area, they will see Disneyland and Knott's Berry Farm. At the Farm, they will enjoy a visit to Frontier Town, full of relics of the Old West such as the ancient locomotive shown above. After a day free for visits to Hollywood and other Southern California attractions, the NEA travelers will go on to San Francisco, where they will visit

## Ten Charter Jet Flights to E
## Round Trip Costs NEA Me

The NEA Division of Educational Travel has expanded its program of charter flights to Europe. This summer, 10 flights will be open to NEA members.

The flights cost as little as $225 round-trip (includes transportation only), and are all by DC-8F Fan Jets. Eight of the flights will go to Amsterdam, two to London, as follows:

#1—58 days, leaving Chicago June 22, to Amsterdam; returning to Chicago August 18. $310.

#2—38 days, leaving Detroit June 23, to Amsterdam; returning to Detroit July 30. $302.

#3—49 days, leaving New York June 26, to London; returning to New York August 13. $245.

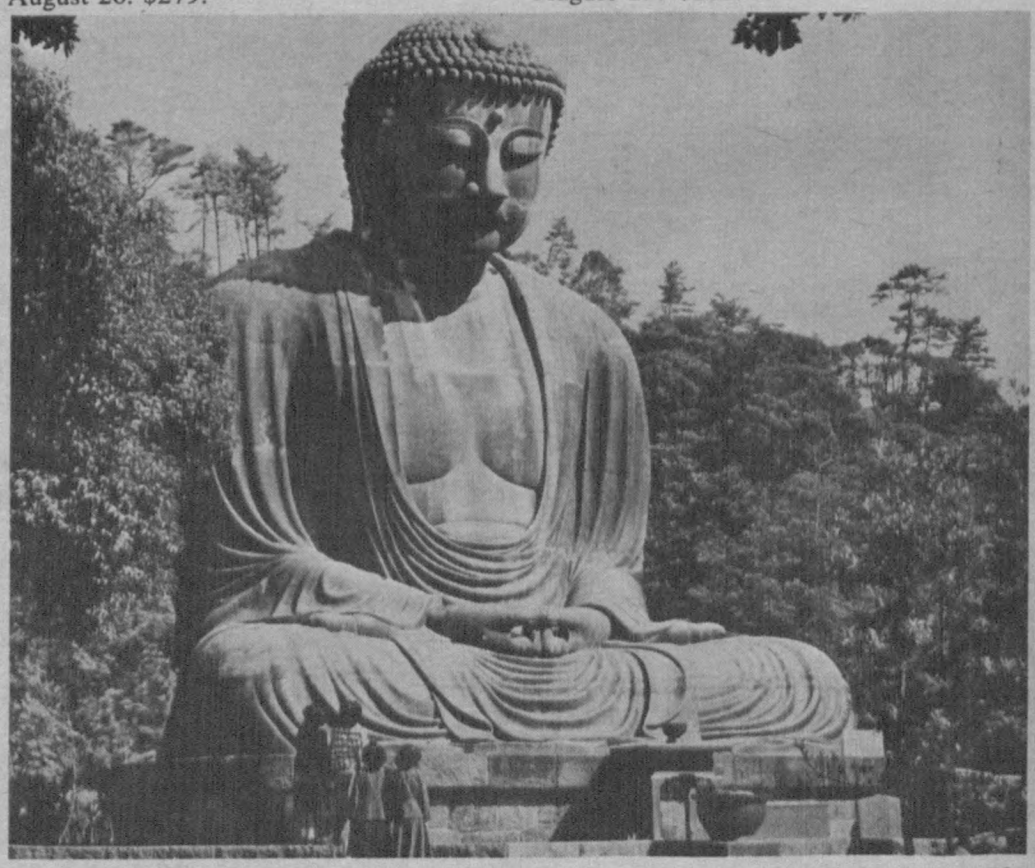
#4—58 days, leaving New York June 30, to Amsterdam; returning to New York August 26. $279.

#5—38 days, leaving New York July 1, to Amsterdam; returning to New York August 7. $266.

#6—44 days, leaving Columbus, Ohio, July 1, to Amsterdam; returning to Columbus August 17. $297.

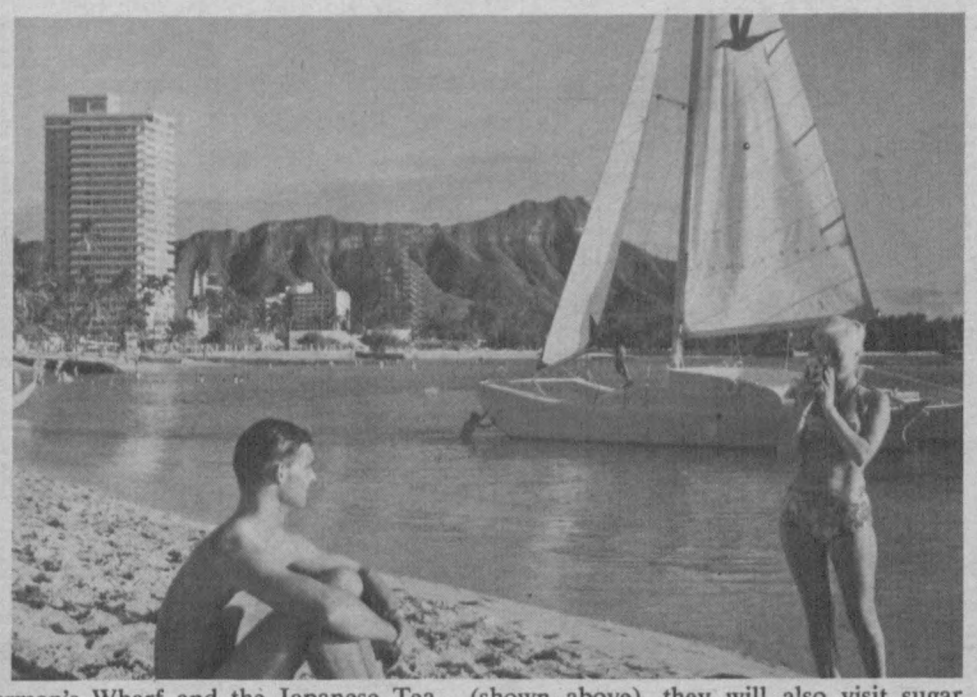
#8—37 days, leaving New York July 8, to Amsterdam; returning to New York August 13. $266.

#9—47 days, leaving New York July 14, to London; returning to New York August 29. $225.



**MYSTERY OF THE EAST:** This contemplative Kamakura Buddha at Beppu, 700 years old, is one of the sights awaiting the traveler who chooses an NEA-sponsored tour including Japan. NEA tours cover all parts of the world—west to Japan, east to Europe, south to Fiji, north to Alaska. Or an NEA traveler may go around the world, taking as many as 57 days for the trip. The coupon at the top of the next page is designed to bring prompt information about NEA-sponsored travel programs.

# Program Offers 60 Tours for Educators



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# Ten Charter Jet Flights to Europe Set This Summer; Round Trip Costs NEA Members as Little as $225

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#2—38 days, leaving Detroit June 23, to Amsterdam; returning to Detroit July 30. $302.

#3—49 days, leaving New York June 26, to London; returning to New York August 13. $245.

#4—58 days, leaving New York June 30, to Amsterdam; returning to New York August 26. $279.

#5—38 days, leaving New York July 1, to Amsterdam; returning to New York August 7. $266.

#6—44 days, leaving Columbus, Ohio, July 1, to Amsterdam; returning to Columbus August 17. $297.

#8—37 days, leaving New York July 8, to Amsterdam; returning to New York August 13. $266.

#9—47 days, leaving New York July 14, to London; returning to New York August 29. $225.

#10—38 days, leaving New York July 1, to Amsterdam; returning to New York August 26. $241.

#11—29 days, leaving Chicago August , to Amsterdam; returning to Chicago September 1. $319.

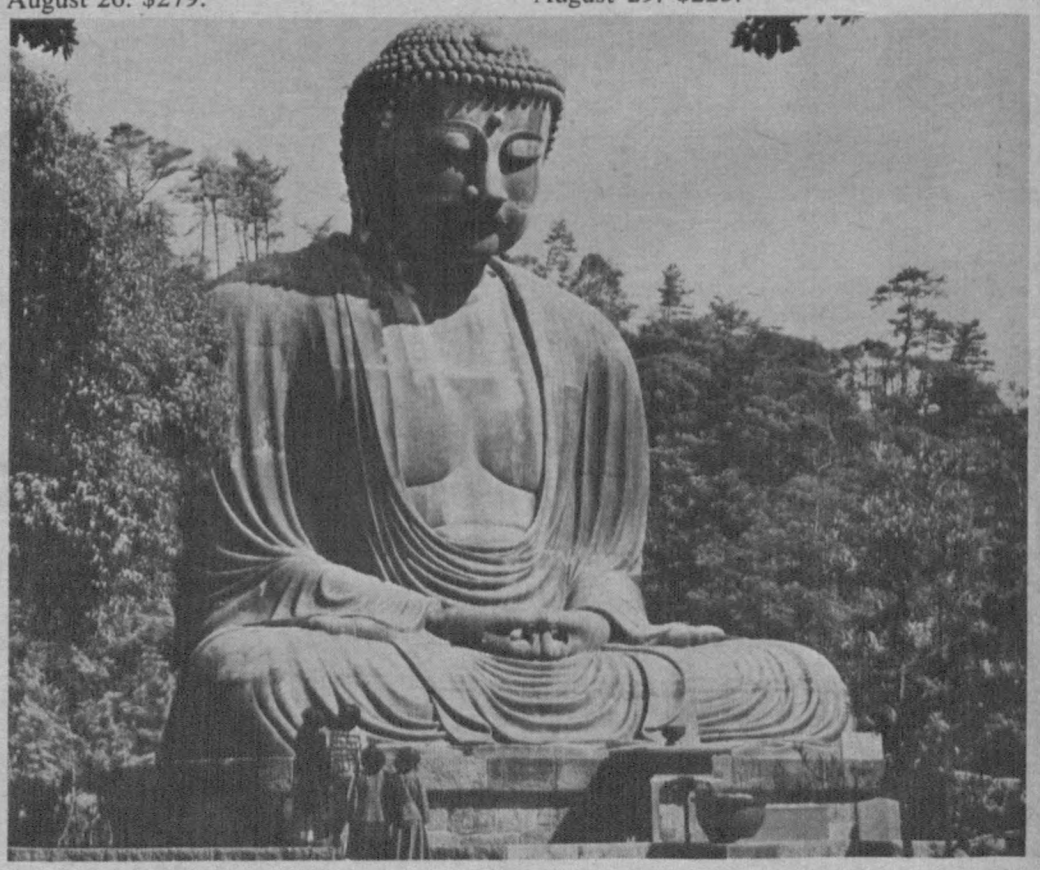
To be eligible for the charter flights, a person must have been a member of NEA since November. A member's spouse, dependent children, or parents (living at the same address as the member) are eligible.

**The NEA travel program described on these pages and in the booklets available from the NEA Division of Educational Travel is the only NEA-sponsored and NEA-approved program of educational travel.**

Requests for reservations for the flights must be made through NEA by sending completed applications with a $125 deposit to the Division of Educational Travel. Applications must be made prior to 90 days before the flight departure date.

To receive details about the charter flights, members may complete and mail the coupon at the top of this page, checking the appropriate item. Application forms for the flights are also available from the NEA Division of Educational Travel upon request.

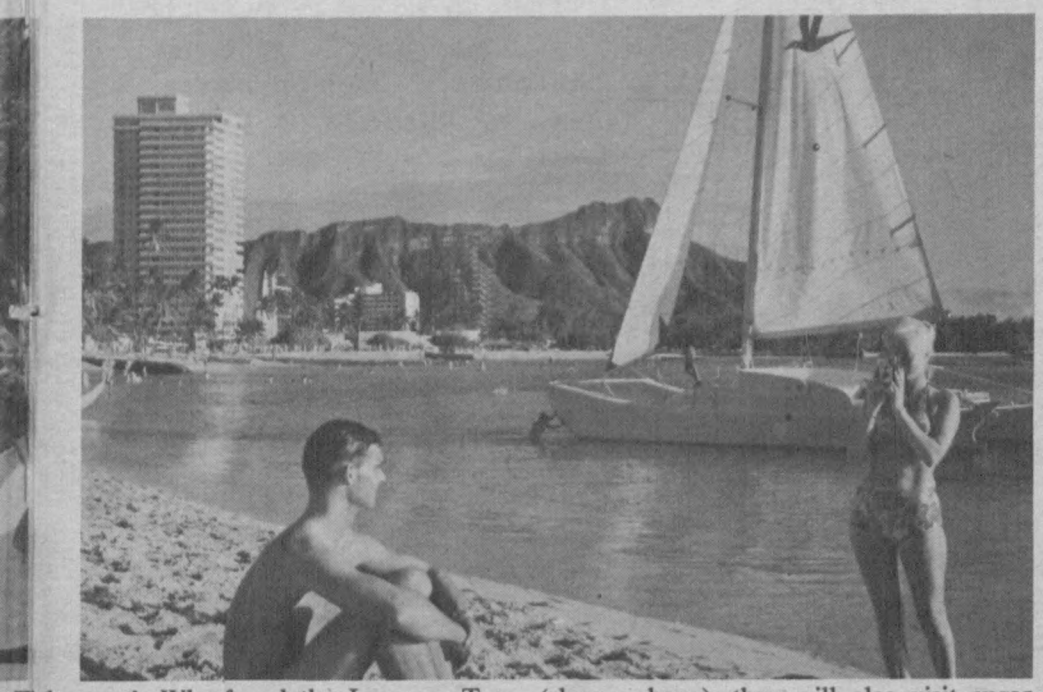
Charter flight participants are free to make their own travel plans in Europe or they may sign up for an NEA tour.



**MYSTERY OF THE EAST:** This contemplative Kamakura Buddha at Beppu, 700 years old, is one of the sights awaiting the traveler who chooses an NEA-sponsored tour including Japan. NEA tours cover all parts of the world—west to Japan, east to Europe, south to Fiji, north to Alaska. Or an NEA traveler may go around the world, taking as many as 57 days for the trip. The coupon at the top of the next page is designed to bring prompt information about NEA-sponsored travel programs.

**CASTLE IN THE BAVARIAN ALPS:** Nestled in the Alps near Munich, the Neuschwanstein Castle stands as a shrine to composer Richard Wagner. Filled with paintings and murals inspired by Wagnerian opera, the castle awaits NEA travelers who visit Europe this summer. Round-trip flights to Europe are available to NEA members for as little as $225. The coupon at the top of this page is designed to bring prompt information about NEA travel programs.

# Tours for Educators



Fisherman's Wharf and the Japanese Tea Garden before they cross the Golden Gate Bridge into redwood country. Then they will fly to Honolulu, to be greeted with leis upon landing. Although the travelers will have plenty of time to lie in the sun and to visit such spots as Waikiki Beach (shown above), they will also visit sugar and pineapple plantations, Pearl Harbor, and the University of Hawaii. The Hawaii and California Holiday Tour will begin on six dates and depart from three cities—Chicago, Columbus, and New York. The tour costs as little as $447.

## Europe Set This Summer; nbers as Little as $225

#10—38 days, leaving New York July 1, to Amsterdam; returning to New York August 26. $241.

#11—29 days, leaving Chicago August , to Amsterdam; returning to Chicago September 1. $319.

To be eligible for the charter flights, a person must have been a member of NEA since November. A member's spouse, dependent children, or parents (living at the same address as the member) are eligible.

**The NEA travel program described on these pages and in the booklets available from the NEA Division of Educational Travel is the only NEA-sponsored and NEA-approved program of educational travel.**

Requests for reservations for the flights must be made through NEA by sending completed applications with a $125 deposit to the Division of Educational Travel. Applications must be made prior to 90 days before the flight departure date.

To receive details about the charter flights, members may complete and mail the coupon at the top of this page, checking the appropriate item. Application forms for the flights are also available from the NEA Division of Educational Travel upon request.

Charter flight participants are free to make their own travel plans in Europe or they may sign up for an NEA tour.

**CASTLE IN THE BAVARIAN ALPS:** Nestled in the Alps near Munich, the Neuschwanstein Castle stands as a shrine to composer Richard Wagner. Filled with paintings and murals inspired by Wagnerian opera, the castle awaits NEA travelers who visit Europe this summer. Round-trip flights to Europe are available to NEA members for as little as $225. The coupon at the top of this page is designed to bring prompt information about NEA travel programs.

To: **NEA Division of Educational Travel**
**1201 Sixteenth Street, N.W.**
**Washington, D.C. 20036**

Use pencil or ball-point pen

Please send me free descriptive brochures as follows:

- ☐ "Windows on the World," the complete description of NEA summer tours for the year 1967.
- ☐ "Hawaii and California Holiday Tour," two-week tour for $447 (from Chicago), including hotels, sight-seeing, and transportation.
- ☐ Transatlantic charter flights to Europe, starting as low as $225 (New York to London, round-trip).

My NEA membership status is as follows:

☐ Member ☐ Nonmember

Name _____

Street _____

City _____

State _____ Zip Code _____

NEA Reporter, 1/67

cut here and mail

# Educators Relax and Learn On NEA-Sponsored Tours

The NEA-sponsored travel program is planned and operated by NEA through a headquarters staff of 18 persons in the Division of Educational Travel. The program is supervised by the NEA Educational Travel Committee, a standing committee of the Association.

The travel program is a service program of NEA for its membership and for all persons in the field of education. On certain tours, NEA members benefit from special group air fares.

The group method of travel sponsored by NEA has many advantages, including these:

**Relaxation**—Transportation, hotel accommodations, and educational activities are pre-arranged for tour members. You travel with safety and security.

**Economy**—Group buying power achieves more favorable rates than those obtained by individual independent travelers. You save money.

**Comfort**—Nonprofit operation by NEA makes possible the offering of a more comfortable level of accommodations than is customary on competitively priced commercial tours. You go first class.

**Learning**—Long experience in planning educational tours enables NEA to offer tours of superior educational value. You learn as you travel.

**Leadership**—Group leadership is provided by an educator who is experienced in group travel. You are guided wherever you go.

**Congeniality**—The select composition of the NEA groups makes for more rewarding companionship. You travel with friends.

The coupon at the top of this page is designed to bring members prompt information about the NEA travel program. Mail it today.

**THE BASQUE WAY OF DRINKING WINE:** NEA travelers see not only the countries they visit; they see and learn about the customs of the people as well. Some NEA-sponsored tours are specially designed to enhance the study of a people. For example, one 1967 summer tour will relive ancient history in the Mediterranean area; another will focus on the Mayan civilization; still another on the Incas.

# Seven State Associations Join with NEA In Survey To Determine Teacher Status

## NEA Computers Help States Develop Data For Matching Reports

This spring when the NEA Research Division publishes its report on the status of the 1965-66 American public school teacher, seven state education associations will be able to publish matching reports showing the status of teachers in their states. The state reports will be possible because, for the first time, research agencies of seven state education associations have sampled their teacher population with the same survey instrument on which the NEA report is based.

The seven cooperating states are Alabama, Indiana, Kentucky, Michigan, New Jersey, South Dakota, and Wisconsin.

### Comparable Data Possible

The cooperative venture, taking advantage of NEA computerized facilities, will make possible for the first time comparable state and national data on the status of the public school teacher.

Both the NEA and the state reports are based on a scientific sampling of the teacher population. The reports will produce such data as the percentage of teachers holding bachelor's, master's, and doctor's degrees; years of teaching experience; size of classes taught; number of hours per week teachers must be at school; and even such details as what model automobile they own.

Last week, the NEA Research Division released preliminary figures from its nationwide sample. The early figures show these highlights: 92.9 percent of American public school teachers hold a bachelor's or higher degree; 27 is the median number of teachers per school (20 per elementary school, 45 per secondary school); teachers have an average of 11.8 years of experience; elementary teachers have an average of 28.2 pupils per class; and teachers spend an average of 47.4 hours on the job per week.

The Research Division will publish the final figures in its report this spring. An article based on the report is scheduled for the May *NEA Journal*.

**MULTI-ETHNIC TEACHING MATERIALS LISTED:** NEA's Committee on Civil and Human Rights of Educators has prepared a bibliography of more than 400 multi-ethnic textbooks and supplementary materials. The bibliography—which is free in single copy from the committee—was prepared as part of NEA's support of National Negro History Week, February 12-18. In the photo above, **Samuel B. Ethridge** (right), committee coordinator, shows some of the materials to NEA President **Irvamae Applegate** and **Richard B. Kennan,** executive secretary of the NEA Professional Rights and Responsibilities Commission. The textbooks and materials will remain on file in the committee's office at NEA Center.

## New Research Series Publishes Summaries On Popular Topics

The NEA Research Division has begun a new series of publications summarizing educational research on topics of broad interest to the profession. The first two publications in the series, on in-service education of teachers and on homework, are now available.

The series is designed to summarize important research on specific topics, to describe significant points of view about the topic that have been presented in professional literature, and to provide a comprehensive bibliography on the topic.

Publications in the series will be brief and low-cost. For example, the first in the series, on in-service education, is 20 pages and costs 60¢. The publication on homework is 12 pages and costs 30¢. Both may be ordered from the NEA Publication-Sales Section.

## Convention of School Administrators Will Attract 30,000 February 11-15

More than 120 speakers and 750 panelists will participate in the February 11-15 convention of the American Association of School Administrators to be held in Atlantic City. At least 30,000 school administrators and other educators are expected to attend.

School racial policy, the federal government's role in education, and relationships between school administrators and classroom teachers are among the topics set for the meeting.

John W. Gardner, Secretary of the U.S. Department of Health, Education, and Welfare, will speak at the February 13 morning session. Terry Sanford, former governor of North Carolina, will speak February 11.

Leonard Bernstein, music director of the New York Philharmonic Orchestra, has been named to receive the 1967 American Education Award, presented annually by the Associated Exhibitors of the NEA.

John L. Miller, superintendent of schools, Great Neck, New York, was recently elected president-elect of AASA. He will succeed Superintendent of Schools William H. Curtis of Manchester, Connecticut, who begins his one-year term as president on March 15. Paul A. Miller, superintendent of schools in Cincinnati, Ohio, was elected vice-president.

## PTA Offers Support Of TEPS-Sponsored Non-Conference Year

The National TEPS Commission's Year of the Non-Conference—with its theme of "The Teacher and His Staff"—recently won the support of the PTA. Mrs. Jennelle Moorhead, president of the National Congress of Parents and Teachers, said that "the PTA is particularly interested in programs relating to the use of laymen in schools to assist with nonteaching tasks."

The TEPS program is a nationwide effort designed to help make the job of the teacher more manageable.

Mrs. Edward Ryan, PTA legislative chairman, said that the Year of the Non-Conference program "gives opportunities that a great many PTA's look for to work productively with teachers and administrators of their schools. Developing a program jointly can be an instance of the best kind of parent-teacher partnership."

## NEA Mutual Fund

As of January 6, the NEA Mutual Fund had total assets of $6,128,000. The net asset value per share was $10.36 and the offering price was $10.57. The number of shareholders on the same date was 6,448.

The NEA Mutual Fund will have a representative at the Special Services booth at the AASA convention in February.

For a free copy of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

## Ralph McGill To Chair Judges' Award Panel

Ralph McGill, Pulitzer Prize-winning author and publisher of the *Atlanta Constitution,* will chair the panel of judges in the 1967 NEA-Thom McAn School Boards Awards program sponsored by the NEA Department of Classroom Teachers and the Thom McAn Shoe Company.

Mr. McGill, along with other outstanding Americans still to be named, will make the final selections in the annual program in which teachers salute school boards for distinguished achievement.

Nominations for these awards are made by local teachers associations affiliated with the NEA. Announcement of the awards will be made in Washington, D.C., in late April.

# CURRENT

What's Going On in TV, Radio, Press, and National Magazines

### Television

(*All times are Eastern Standard*)

**The Smithsonian—Saturdays, NBC-TV, 12:30 P.M.** *January 28:* Classification of all living species. *February 4:* George Catlin, frontier artist; *February 11:* Expeditions. *February 18:* The Flights of Lindbergh and Glenn (R).

**Animal Secrets—Saturdays, NBC-TV, 1 P.M.** *January 28:* "Biological Clocks." *February 4:* "Search To Survive" (R). *February 11:* "Life on Other Planets." *February 18:* "To Live on the Land" (R).

**Discovery '67 — Sundays, ABC-TV, 11:30 A.M.** *January 29:* "Jet Pilot." *February 5:* "The Land of Tall Timber," conservation. *February 12:* "The ASPCA—The World's Biggest Doghouse." *February 19:* "Animal Rescue Squad."

**New York Philharmonic Young People's Concert—Friday, January 27, CBS-TV, 7:30 P.M.**

**Emlyn Williams— Dickens— Sunday, January 29, CBS-TV, 4 P.M.**

**The 21st Century—Sundays, CBS-TV, 6 P.M.** Premieres *January 29* with "The Communications Explosion," an examination of the possibilities in future communications technology.

**Bell Telephone Hour—Sunday, January 29, NBC-TV, 6:30 P.M.** "The Sounds and Sights of San Francisco." *Sunday, February 12, 6:30 P.M.* "Casadesus: First Family of Piano."

**The Royal Palaces of Britain—Sunday, January 29, NBC-TV, 10 P.M.** British history through its palaces and their fabulous art treasures.

**Hallmark Hall of Fame: "Abe Lincoln in Illinois"—Thursday, February 2, NBC-TV, 9:30 P.M.** Jason Robards stars in Robert Sherwood's prize-winning drama.

**The CBS Children's Film Festival—Sundays, CBS-TV, 4 P.M.** New eight-week hour-long series will begin *February 5* with "Skinny and Fatty," Japanese film about two boys of opposite natures who become close friends. *February 12:* "The Blind Bird," story of a boy and his blind pet pelican, produced in Russia.

**Pablo Picasso—Sunday, February 5, NBC-TV, 6:30 P.M.** The largest exhibition of the works of Pablo Picasso the world may ever see.

**Alaska!—Tuesday, February 7, CBS-TV, 7:30 P.M.** National Geographic Society special.

**Pinocchio — Monday, February 13, CBS-TV, 7:30 P.M.** Prince Street Players, Ltd., musical production.

**Hall of Kings—Tuesday, February 14, ABC-TV, 10 P.M.** James Mason conducts a dramatic journey through the 900-year history of Westminster Abbey.

### Magazines

(*February issues*)

**Good Housekeeping**—"Insuring Children Against School Accidents."

**Look** (January 24)—"The Air Academy's Cheating Scandal" and "College Honor Systems, Can They Work?"

**McCall's**—"McCall's Guide to Summer Jobs."

**Parents'**—"Mothers Bring Their Skills to School," by Dorothy Levenson. Also: "You Have To Be Taught To Hate," by James M. Eagan.

**Reader's Digest**—"Help Wanted: Engineers and Scientists," report on our critical technological manpower shortage and what schools, the government, and private industry can do to alleviate it.

**Redbook**—"Good Pupils, Poor Teachers," by Murray Teigh Bloom. Tells how schools are dealing with problem teachers and offers suggestions for new approaches.

**Woman's Day**—"Your Child's Future Is Their Problem Too," a discussion by Stanley Frank of the demanding world of the high school guidance counselor.

# NEA's Computer-Based System Under Way

(Continued from page 1)

welfare, under whose general direction NEA*SEARCH will operate, called the new project a pioneering venture that can make a significant social contribution as well as serving thousands of teachers and schools. "This exciting new project," Dr. Hannan said, "can play a real role in manpower utilization, helping smooth out the unequal geographical distribution of teachers and especially teachers of certain subjects. NEA*SEARCH can make it easier for former teachers to return to the classroom and for beginners to locate suitable job openings. In addition, it should produce new and better data on teacher mobility and availability."

The NEA computerized network can be especially useful to teachers on overseas assignments who wish to re-enter the domestic system.

NEA*SEARCH has three basic elements: candidates, who register their qualifications and job preferences by means of a standardized form (Form T, at right); employers, who indicate their needs through a standardized form which permits individualization of vacancy description; and a computer-linkage, an electronic file which seeks to match candidates with appropriate vacancies.

Employers pay $4 for each name they receive ($15 minimum). Besides describing the vacancy they seek to fill, they too can specify certain preferences as to educational attainment or number of years of experience they want their candidates to have. They can limit the search (and the fee) by stipulating the number of names they want. The computer will furnish the names in descending rank order according to how closely they conform to the requirements laid down by the employer.

**Early-bird bonus: Teacher registration fee is only $4 through February 28, 1967. Actual matching of vacancies and applications starts March 1, 1967.**

Upon receiving the results of the search, the employer makes the next move of getting in touch with the candidates. NEA*SEARCH does not evaluate; it is a locator service, not a placement service, relying on educational placement officers and others to do the counseling and assessing of candidates. Final decisions, of course, remain in the hands of the two parties, who may or may not wish to sign a teaching contract.

Applications are being accepted now, but actual matching will not begin until March 1, 1967. This will allow time for teachers to sign up, while employers can look forward to an adequate and varied inventory of names.

NEA*SEARCH is based on a computer program specifically prepared for this purpose. Among other features, it offers candidates the option of "blocking out" their present employers and specifying a preference for a particular type of classroom program such as ungraded classes or team teaching.

Employers may request Form V (for vacancy) from NEA*SEARCH. Teachers will find Form T at right. For further information, you may write to NEA*SEARCH, 1201 16th Street, N.W., Washington, D.C. 20036.

## List B / U.S. and Foreign Regions

**For use with Item 20. You may select 1 from this list.**

***U.S. Regions***

**A** East Coast—ME, VT, NH, MA, CT, RI, NY, PA, NJ, MD, DE, WV, VA, DC, NC, SC, GA, FL

**B** North Central—ND, SD, MN, NB, IA, KS, MO, WI, MI, IL IN, OH

**C** South Central—OK, AR, TX, LA, KY, TN, MS, AL

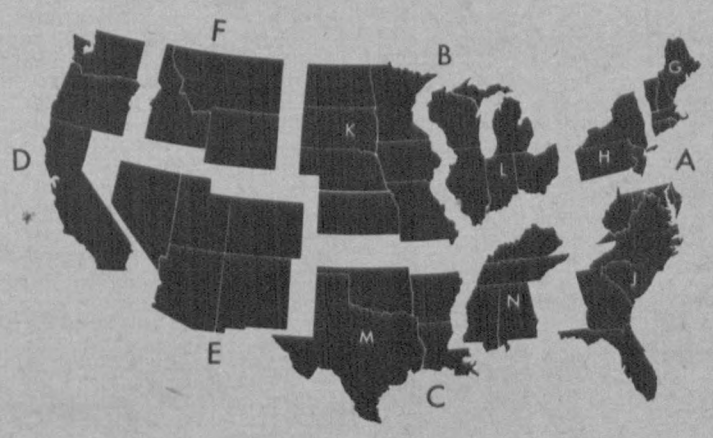
**D** West Coast—WA, OR, CA
**E** South Mountain—NV, UT, CO, AZ, NM
**F** North Mountain—MT, ID, WY
**I** Anywhere in Continental U.S.

***Foreign Regions***

**O** U.S. possessions not included in STATE LIST
**P** Canada
**Q** Latin America
**R** Pacific—Asia
**S** S.E. Asia—Pacific
**T** Australia—New Zealand
**U** North Africa
**V** Other Africa
**W** Middle East
**X** Mediterranean—Europe
**Y** Other Europe
**Z** Any foreign (all)

***U.S. Subregions***

**G** New England—ME, VT, NH, MA, CT, RI
**H** Middle Atlantic—NY, NJ, PA
**J** South Atlantic—MD, DE, WV, VA, DC, NC, SC, GA, FL
**K** West North Central—ND, SD, MN, NB, IA, KS, MO
**L** East North Central—WI, MI, IL, IN, OH
**M** West South Central—OK, AR, TX, LA
**N** East South Central—KY, TN, MS, AL




**NOTE: IT IS NECESSARY TO REFER TO LISTS A, B, AND C TO COMPLETE THE FORM BELOW. LIST B IS ON THIS PAGE: LISTS A AND C ARE ON THE FOLLOWING PAGE.**

Cut here and mail—Complete both sides of form

## Form T / Teachers Questionnaire

***GENERAL INSTRUCTIONS:*** *The computer will work for you only if you give it information it can work with:* write only one letter or number in each box. In items 1 and 2, leave a *blank* space between elements to indicate where one word ends and another begins. Use abbreviations as necessary. For all items which ask for a STATE, refer to the 2-letter codes in LIST C.

**1** *Name* [ ]
first name (or initial), space, middle name (or initial), space, last name

**2** *Number and Street* [ ]
leave space between elements—abbreviate as necessary

**3** *City* [ ] See LIST C — *State* [ ] Write the 2-letter Code — *ZIP* [ ]

**4** *Telephone Number* [ ] Area Code [ ]–[ ]

**5** *Social Security Number* [ ]–[ ]–[ ]
For identification only: use this number when you write to NEA*SEARCH

**6** *Year of Birth* 19[ ]

**7** *Title & Sex* [ ]
1 Miss
2 Mrs.
3 Dr. (Female)
4 Mr.
5 Dr. (Male)

**8** *Marital Status* [ ]
1 Single
2 Married
3 Widowed
4 Divorced or Separated

**9** *Number of Dependents (exclude yourself)* [ ]

**10** *Draft Status* [ ]
0 Not applicable or veteran or not eligible
1 Deferred
2 Eligible

**11** *Highest Education Level Attained OR Degree Expected by August of Current Year* [ ] (See Note 1, p. 8)
1 High school or less
2 Two years of college
3 Bachelor's degree
4 Bachelor's degree + 18 hours
5 Bachelor's degree + 30 hours
6 Master's degree
7 Master's + 30 (or Professional Diploma)
8 Doctorate

**12** *Give the year you received the degree checked in Item 11* 19[ ]
*If this degree is to be awarded by August of this year, write "1" here* [ ]

**13** *Teaching Certificates You Hold (you may indicate two)*

0 None
1 Substandard (See Note 1, p. 8) or emergency "
2 Elementary
3 Secondary
4 Junior college
5 Vocational
6 Standard or regular — Avoid if possible

*Type* [ ] *Issued by the State of* [ ] *in the year* 19[ ] *If pending, put a 1 here* [ ]
*Type* [ ] *Issued by the State of* [ ] *in the year* 19[ ] *If pending, put a 1 here* [ ]

**Refer to LIST A for items 14, 15, 16, 17**

**14** *Education and Preparation: On the basis of your education, select from LIST A*
*Your Major Subject (or number 1 teaching specialty)* [ ]
*Your Minor Subject (or number 2 teaching specialty)* [ ]

**15** *What subject have you taught? Most recently* [ ] *Earlier* [ ] *(select from LIST A)*
*Total Number Years of Teaching Experience (EXclude practice teaching)* [ ]

**16** *Extracurricular:* To indicate extracurricular experience OR interest, see Note 2 *(you may indicate two)* [ ] [ ]

**17** *What would you like to teach in your next job You may select up to 3 from LIST A*
[ ] *Weight* [ ]
[ ] *Weight* [ ]
[ ] *Weight* [ ]

***Weight:*** This is an important tool to express *your* choice. Use it wisely.
1 Desirable (or mild preference)
2 Significant (or strong preference)
3 Essential (you insist on it)

—OVER—

Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036

# SEARCH National Education Association

## A Computer-Based Locator Service

(Continued from preceding page)

## List A/Subject/Position

**For use with items 14, 15, 16, 17**

To express your educational background, experience, and job choice, select the item which comes *closest* to the one you want. Keep in mind that individual states and jurisdictions have variant course titles. The Elementary, Junior High, and Secondary headings are merely for convenience; what really counts are the subject descriptions. Example: Remedial Reading is more often found in elementary education (and hence appears under that heading), but you may use it for secondary level as well. Later on, in Item 23, you will have a chance to express your preference for an elementary or secondary position.

### Elementary

**10**—All, K-8; **11**—K; **12**—Grades 1-3; **13**—Grades 4-6; **14**—Grades 7-8; **21**—Music; **22**—Ment. Retarded; **24**—Phys. Handicapped; **25**—Blind; **26**—Deaf; **27**—Remedial Reading; **28**—Speech Correction; **31**—Phys. Ed.

### Junior High

**51**—General/Multi-Subject; **92**—English; **97**—Math; **59**—Social Studies; **60**—Science; **89**—Industrial Arts; **91**—Home Economics.

### Secondary

**50** — General/Multi-Subject; **52** — Art; **62**—Biology; **81**—Business Education; **63**—Chemistry; **71**—Coaching-Baseball; **72**—Coaching-Basketball; **73**—Coaching-Football; **74**—Coaching-Gymnastics; **75**—Coaching-Swimming; **76**—Coaching-Track; **77**—Coaching-Wrestling; **94**—Drama; **58**—Driver Education; **64**—Earth Science; **44**—Economics; **93**—English; **53**—French; **61**—General Science; **43**—Geography; **54**—German; **42**—Government; **69**—Health Education; **41**—History; **90**—Home Economics; **88**—Industrial Arts; **95**—Journalism; **55**—Latin; **98**—Math; **66**—Music-General; **67**—Music-Band; **68**—Music-Vocal; **70**—Phys. Ed.-General; **78**—Phys. Ed.-Athletic Director; **65**—Physics; **56**—Russian; **46**—Senior Problems; **40**—Social Studies; **45**—Sociology; **57**—Spanish; **96**—Speech; **80**—Voc. Ed.-General; **83**—Voc. Ed.-Agriculture; **84**—Voc. Ed.-Auto; **82**—Voc. Ed.-Distributive; **85**—Voc. Ed.-Electronics; **86**—Voc. Ed.-Metal; **87**—Voc. Ed.-Wood; **81**—Voc. Ed.-Office Practice; **90**—Voc. Ed.-Home Economics; **99**—Any other subject.

### Other Specialties & Misc.

**01**—Preschool; **03**—Counselor; **04**—Voc. Guidance Counselor; **05**—College Admissions Counselor; **08**—VISTA*; **09**—Peace Corps*(*Experience ONLY. Use only with Item 15 if it applies.)

**Note 1** Items 11 & 13. If you do not hold a bachelor's degree (and do not expect to have it by August of this year), you probably should not register with NEA*SEARCH. This new service is meant primarily for college graduates with regular or standard teaching certificates.
There are exceptions which apply to a very few states and certain teaching specialties where trade experience is considered of primary importance.

**Note 2** Item 16. **Extracurricular:** Use your ingenuity on this item in order to *approximate* your extracurricular experience or interest. Examples: For an adviser to the student government, the nearest "fit" probably is 42 (Government). For debate, try 96 (Speech). Things are easier for major sports or drama—football coach is 73, drama coach is 94.

Cut here and mail—Complete both sides of form

**18** *Indicate your preference as to Population Type for your next job* ☐
1 Urban Environment
2 Suburban Environment
3 Urban and/or Suburban
4 Rural Environment
5 Suburban and/or Rural
*Weight* ☐

**19** *If you are NOT a citizen of the U.S., please put a 1 here* ☐

***Weight:*** This is an important tool to express *your* choice. Use it wisely.
1 Desirable (or mild preference)
2 Significant (or strong preference)
3 Essential (you insist on it)

**Refer to LISTS B and C for Item 20**

***(Consider Item 20 carefully.*** You may limit your geographical preference to a broad region. Or you may pinpoint it to specific states and metropolitan areas. If you state broad limits, you will get more referrals than if you express narrow limits. The choice is yours.)

**20** *Geographic Preference: A—You may select 1 U.S. Region or Subregion OR Foreign Region from LIST B* ☐ *Weight* ☐

*B—You may select up to 3 from LIST C (States and Metro. Areas)* ☐☐ *Weight* ☐
☐☐ *Weight* ☐
☐☐ *Weight* ☐

**21** *Minimum Annual Salary you request (for school year; typically 180 days)* VERY IMPORTANT $☐☐☐☐☐. *Weight* ☐

*Note: Average U.S. salary is $6821. For elementary teachers $6609; for secondary $7095. These are not beginning salaries. Source: Estimates of School Statistics, 1966-67, NEA Research Division.*

**22** *If you prefer to work in a program that can be described by any of the options to the right, give its code number here* ☐
*Weight* ☐
1 Ungraded
2 Team Teaching
3 Ungraded and Team Teaching
4 New Curricula
5 Ungraded and New Curricula
6 Team Teaching and New Curricula
7 Disadvantaged
8 Head Start
9 National Teacher Corps

**23** *Indicate type of position you are looking for* ☐
1 Elementary
2 Secondary (includes Junior High)
or
3 Either Elementary or Secondary ← Avoid this choice if possible

**24** *Optional. You may request that your name be kept from your present employer. If you do, put a 1 here* ☐ *and write below.*

*Name of School District* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

*City* ☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ *ZIP* ☐☐☐☐☐ ← *very important*

I certify that these data are correct to the best of my knowledge. I understand that NEA*SEARCH accepts no liability, offers no assurance of placement, and merely seeks to match my qualifications with suitable openings. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available teachers.

Mail to: NEA*SEARCH
National Educ. Assn.
1201 16th St., N.W.
Washington, D.C. 20036

Signature_____ Date_____

**Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W. Washington, D.C. 20036.**

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Marion County School System |
| • Maryland State Teachers' Association | Baltimore Public Schools |
| • New Jersey Education Association | Bergen County Vocational and Technical High School |
| • New Jersey Education Association | Jersey City Public Schools |

When an association officially reports that conditions have improved in any of the above districts or systems, the NEA REPORTER will announce the action.

## List C/States and Metropolitan Areas

**For use with Item 20. You may choose up to 3 from the following two lists.**

### States

(The 2-letter codes are the new abbreviations officially authorized by the Post Office Department for use in conjunction with ZIP Codes.)

**AL**—Alabama; **AK**—Alaska; **AZ**—Arizona; **AR**—Arkansas; **CA**—California; **CO**—Colorado; **CT**—Connecticut; **DE**—Delaware; **DC**—District of Columbia; **FL**—Florida; **GA**—Georgia; **HI**—Hawaii; **ID**—Idaho; **IL**—Illinois; **IN**—Indiana; **IA**—Iowa; **KS**—Kansas; **KY**—Kentucky; **LA**—Louisiana; **ME**—Maine; **MD**—Maryland; **MA**—Massachusetts; **MI**—Michigan; **MN**—Minnesota; **MS**—Mississippi; **MO**—Missouri; **MT**—Montana; **NB**—Nebraska; **NV**—Nevada; **NH**—New Hampshire; **NJ**—New Jersey; **NM**—New Mexico; **NY**—New York; **NC**—North Carolina; **ND**—North Dakota; **OH**—Ohio; **OK**—Oklahoma; **OR**—Oregon; **PA**—Pennsylvania; **RI**—Rhode Island; **SC**—South Carolina; **SD**—South Dakota; **TN**—Tennessee; **TX**—Texas; **UT**—Utah; **VT**—Vermont; **VA**—Virginia; **WA**—Washington; **WV**—West Virginia; **WI**—Wisconsin; **WY**—Wyoming.

### Metropolitan Areas

(Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of the Budget and the U.S. Bureau of the Census.)

**01**—Albany-Schenectady-Troy, NY; **02**—Anaheim (Orange Co.), CA; **03**—Atlanta, GA; **04**—Baltimore, MD; **05**—Birmingham, AL; **06**—Boston, MA; **07**—Bridgeport-Stamford, CT; **08**—Buffalo, NY; **09**—Chicago, IL; **10**—Cincinnati, OH; **11**—Cleveland, OH; **12**—Columbus, OH; **13**—Dallas, TX; **14**—Dayton, OH; **15**—Denver, CO; **16**—Detroit, MI; **17**—Hartford-New Britain, CT; **18**—Houston, TX; **19**—Indianapolis, IN; **20**—Kansas City, MO; **21**—Los Angeles-Long Beach, CA; **22**—Louisville, KY; **23**—Memphis, TN; **24**—Miami, FL; **25**—Milwaukee, WI; **26**—Minneapolis-St. Paul, MN; **27**—Newark, NJ; **28**—New Brunswick, NJ; **29**—New Haven-Waterbury, CT; **30**—New Orleans, LA; **31**—New York, NY; **32**—Norfolk-Portsmouth, VA; **33**—Paterson, NJ; **34**—Philadelphia, PA; **35**—Phoenix, AZ; **36**—Pittsburgh, PA; **37**—Portland, OR; **38**—Providence-Pawtucket, RI; **39**—Rochester, NY; **40**—Sacramento, CA; **41**—San Antonio, TX; **42**—San Bernardino-Riverside, CA; **43**—San Diego, CA; **44**—San Francisco-Oakland, CA; **45**—San Jose, CA; **46**—Seattle-Everett, WA; **47**—St. Louis, MO; **48**—Tampa-St. Petersburg, FL; **49**—Washington, D C.

## *NEA Department Announces Workshop for Housemothers*

The National Association of Women Deans and Counselors, an NEA department, announced this month that a workshop for housemothers and residence hall directors will be held at Lynchburg College June 11-18. Information about enrollment, which will be limited to 50, is available from Mrs. Miriam I. McReynolds, Associate Dean of Students, Lynchburg College, Lynchburg, Virginia 24504.

## *Foreign Language Department Translates Epilepsy Brochure*

The NEA Department of Foreign Language has cooperated with the Epilepsy Foundation in translating the foundation's brochure, *Questions and Answers About Epilepsy,* into French, German, and Latin. Brochures in the three languages will be sent to DFL members later this year.

Year of Non-Conference Gathers Momentum (See p. 4)


# NEA REPORTER

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**NEGRO HISTORY WEEK GETS HUMPHREY BACKING:** "Let the 1967 observance of Negro History Week be a catalyst toward full restoration of the American Negro to his rightful place in history. This will not only serve the cause of human dignity and justice; it will also serve the cause of truth," Vice-President Hubert H. Humphrey said in a statement on observance of National Negro History Week, February 12-18. NEA this year supported the observation of National Negro History Week with a filmstrip, publications, an NEA Center lobby exhibit, and special programs. Left to right above are: **Elizabeth D. Koontz,** immediate past president of the NEA Department of Classroom Teachers; **J. Rupert Picott,** NEA national field representative and president-elect of the Association for the Study of Negro Life and History; **Mr. Humphrey; Harriet F. DeMond,** president, District of Columbia Education Association; and **Elizabeth D. Griffith,** DCEA executive secretary.

# Johnson Proposals To Aid Disadvantaged Children Endorsed by Association

President Johnson's proposed $235 million program for disadvantaged children and youth has won the enthusiastic endorsement of NEA. The President's February 8 message to Congress outlined a 12-point education and welfare program which John M. Lumley, director of the NEA Division of Federal Relations, described as "forward-looking and constructive . . . worthy of wholehearted support by the NEA."

Mr. Johnson proposed a major assault on "disabilities often contracted in childhood; afflictions which linger to cripple the man and damage the next generation." To combat these afflictions —ignorance, ill health, and personality disorder —Mr. Johnson outlined a program of Presidential directives and new legislation which would:

1. **Preserve the hope and opportunity of Head Start** by a "Follow-Through program in the early grades." The Administration's budget earmarks $135 million of the funds requested for Head Start to implement the follow-through plan.

2. **Strengthen Head Start** by extending its reach to younger children. The director of the Office of Economic Opportunity is directed to enlarge the number of three-year-olds who participate and to explore the effectiveness of this program on even younger children.

3. **Provide school lunch benefits to needy preschoolers** through Head Start and similar programs. A pilot project would test the merits of this approach.

4. **Create child and parent centers** in acute poverty areas to provide modern and comprehensive family and child development services. OEO is directed to begin a pilot program; the Secretaries of Health, Education, and Welfare and of Housing and Urban Development are directed to support these programs with resources from related programs.

5. **Help the states train specialists** to deal with problems of children and youth. Legislation is requested to increase to 75 percent the federal matching funds for state child welfare personnel, including training programs.

6. **Strengthen and modernize programs providing aid for children in poor families.** New legislation would support this effort. In addition, OEO and the Secretaries of Labor and of HEW are directed to emphasize, through adult education, vocational rehabilitation, and other existing programs, training for "new careers" in child care.

7. **Increase Social Security payments for 3 million children** whose support has been cut off by the death, disability, or retirement of their parents. The average monthly payment is $52; the President would increase this by at least 15 percent. Mr. Johnson also asked for legislation to require each state to raise cash payments in AFDC to the level the state itself sets as the minimum for subsistence and to bring these minimum standards up to date annually. The federal government would provide special federal assistance to help poorer states meet these new standards.

8. **Expand programs for early diagnosis and treatment of handicapped children.** The President requested $221 million for the "Medicaid" program—an increase of $100 million over last year, and legislation to expand the timely

(See LBJ PROPOSALS, page 6, column 3)

## 3 State Associations Set Unification Plans

Three NEA-affiliated state education associations this month committed themselves to unification of membership. Two of the associations —the Colorado Education Association and the New Mexico Education Association—agreed to become fully unified in the 1968-69 school year. The third—the Minnesota Education Association—set 1969-70 as its goal for unification.

In unified states, members join NEA and the state association in one action. Eight state associations are already unified. They are: Arizona Education Association, Hawaii Education Association, Idaho Education Association, Montana Education Association, Nevada State Education Association, Oregon Education Association, Washington Education Association, and West Virginia Education Association.

The Des Moines (Iowa) Education Association signed an agreement to unify its membership as of September 1967.

# Executive Committee Asks Merger Plans From Seven States with Dual Associations

The NEA Executive Committee, at its mid-winter meeting at Atlantic City, New Jersey, on February 8 and 9, spelled out conditions of merger for those state affiliates in the South which may still have dual associations as of June 1, 1967.

Four states—Florida, Tennessee, Texas, and Virginia—have already merged in compliance with NEA mandates of 1965 and 1966. Seven states—Alabama, Arkansas, Georgia, North Carolina, South Carolina, Mississippi, and Louisiana—have not yet met all requirements of the NEA directives.

Under the unanimous Executive Committee resolution, which was supported by the NEA Board of Directors, those state associations that will not be merged by June 1, 1967, must submit to the Executive Committee by May 1 additional written evidence of their jointly developed and jointly approved arrangements for producing merger.

**Additional actions of the NEA Executive Committee and the Board of Directors are reported on page 7.**

These materials must include the following topics with a schedule of target dates for action: name of new association, staff, officers, assets and liabilities, local affiliates, representation, committees and commissions.

The Executive Committee will meet in Washington, D.C., May 20-21 to evaluate this evidence. If a merger has not been consummated or a merger plan satisfactory to the Executive Committee has not been jointly approved prior to June 1, 1967, the Executive Committee will institute disaffiliation proceedings.

## NEA President Expresses Association Support for Legislation on Civil Rights

President Johnson last week sent to Congress a message asking for enactment of new civil rights legislation. NEA President Irvamae Applegate sent the following telegram to Mr. Johnson:

"The National Education Association enthusiastically supports you in your efforts to seek legislative remedies against racial discrimination wherever it exists.

"I want to assure you, Mr. President, that the teachers of America stand firm in their belief in your determination to seek through existing programs and new programs a great improvement in equal opportunities for better education for all Americans. As educators, we are fully aware that this American dream will come true only through the elimination of all discrimination—in education, in housing, in employment, and in the courts.

"To this end we pledge our allegiance."

# Teachers and Administrators Stress Unity

## Commission Says Education Is Not Trade or Craft

The labor-management concept does not fit American education, a joint commission of classroom teachers and school administrators agreed last month. The commission, made up of representatives of the NEA Department of Classroom Teachers and the American Association of School Administrators, met in Washington, D.C., on January 13 and 14.

It was the joint commission's second meeting. At the first, in the fall of 1966, the commission emphasized the professional negotiation process.

At last month's meeting, the teachers and administrators emphasized unity of the teaching profession as a premise basic to any effort to face the challenges and problems of education today.

"Strength as professionals lies in the common goal of better education for children," the commission said in a report following its meeting. "This singleness of purpose in all segments of the profession makes unity not only desirable but mandatory."

The interdependence of all in the profession, the commission said, requires better relationships as a foundation on which to build a stronger profession. "Until this foundation is secure," the commission reported, "the problems that bug teachers and administrators and that disrupt school operation will go unsolved."

In rejecting the labor-management model for education, the commission said that "educators working in a school system represent a profession and not a trade or craft. They are all professionally prepared for the classroom. Some move to supervisory positions, but at heart they are still teachers.

"The common denominator of the school is the child, who binds the classroom teacher and administrator into a single cause," the commission said. "In establishing esprit de corps, the product that comes off the production line in the factory is a cold substitute for a child, and the profit motive is no match for the challenge of helping a child.

"While the role of the administrator is unique, the classroom teacher likewise plays an equally significant part in the educative process. Classroom teachers must accept responsibility for making contributions to the profession in areas such as policy making, support of schools, and commitment to improvement."

The commission went on: "As times have changed and specialization has become the order of the day, respect for professional competencies has become more central to the task. Since every school system is a melding of professional competencies, specializations, and roles, emphasis must be laid on the importance, equality, and mutual support of each."

The commission's report concluded that "the development of a profession is no easy task; its destruction is an ever-present danger." The Commission affirmed its sense of obligation to the emerging frontier of the profession and expressed "common pride and loyalty to the common title—teacher."

**WITH A COMMON PRIDE AS TEACHERS:** When a joint commission of the NEA Department of Classroom Teachers and the American Association of School Administrators met last month, it affirmed its sense of obligation to the emerging frontier of the profession and expressed its "common pride and loyalty to the common title—teacher." The commission members include (left to right above) **G. Warren Phillips,** superintendent of schools, Valparaiso, Indiana; **Charles F. Deubel,** DCT president; **Harold Spears,** AASA president; and **Ruth Trigg,** DCT president-elect.

# The Minds of School Children Are the Stakes When Schools Are Attacked, Senator Declares

"When our schools are attacked, the stakes are the minds of our school children," Senator Frank E. Moss (D-Utah) told more than 140 persons attending the 18th annual Conference on the Critics and the Schools last month. "What we must assure to each child is an education which encourages him to think for himself, rather than indoctrination with a dogma which a group of fanatics has determined is the way he must be made to think," the Senator told the conferees.

Senator Moss predicted that the American school—its school boards, its curricula, its personnel, its textbooks, its library policies—would continue to be a target for extremists. Because of this continuing threat, he said, "the men and women who set out to restore shaken confidence in school boards and in textbooks and in library personnel and in teachers and in administrators must be just as cool and skillful and well prepared as those who would undermine our schools."

The conference, which drew representatives from some 60 school and civic organizations to NEA Center, was sponsored by the NEA Commission on Professional Rights and Responsibilities.

Two other speakers at the conference reported on the strength and goals of the extreme right critics of the schools. Wesley McCune, director of Group Research, Inc., reported that the right wing is spending about $30 million a year in the United States, not counting regular campaign expenditures.

Charles R. Baker, executive director of the Institute for American Democracy, told the conferees that he believes that the John Birch Society is inadvertently "helping the International Communist Party achieve its goal of discrediting our form of government." Many of the Birch Society targets are "the same targets the Communists want to see shot down," Mr. Baker asserted.

He urged citizens to form local committees to combat efforts by forces of both political extremes to gain control over local and national groups contributing to America's decision-making process.

## NEA Computer-Based Job Locater Service Gets Strong Response

NEA's new computer-based job locater service, called NEA*SEARCH, has brought a strong response, with hundreds of applications coming in from teachers, George E. Arnstein, the service's director, said this month. Applications are being accumulated until March 1, when computer processing will begin, he said.

Meanwhile, teacher vacancy listings (NEA*SEARCH form V) are beginning to arrive at NEA Center. The first matching of vacancies and applicants will be mailed out by March 7, Dr. Arnstein said.

Dr. Arnstein also announced that school librarians—not listed on the NEA*SEARCH forms at present—may now apply. Librarians have been assigned the code number 02, he said, and this number may be inserted in the present application form (form T). Revised forms will include provision for school librarians.

The addition of school librarians was made in cooperation with the American Association of School Librarians, an NEA department.

NEA*SEARCH was introduced to members last month. Application form T was printed in the January 20 NEA Reporter. That form may still be used for application (and it may be duplicated at will). Additional copies of form T or form V (for employers) are available from NEA*SEARCH at NEA Center.

## NEA's Salary Service Begins Its Tenth Year

NEA's salary consultation service began its tenth year last month. Established January 2, 1957, it has recently been renamed the NEA Salary and Negotiation Consultant Service.

Since January 1957, consultants from the service have made 837 trips to advise affiliated education associations in 48 states and overseas. A typical consultant travels at least 50,000 miles a year. The service is provided through the NEA Office of Professional Development and Welfare.

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*Listening . . .*

*Taking Notes . . .*

*Discussing . . .*

# Conferees Hit Textbook Treatment of Minorities, Call for Programs To Explore Cultural Pluralism

## *Many Texts Called Massively Distorted; State and Local Policy Statements Asked*

Nearly 500 educators and representatives of government, publishing, and civil rights organizations met in Washington, D.C., this month to discuss the treatment of minorities in textbooks and other teaching materials. After two days of listening and discussing, the conferees adopted a series of resolutions condemning "massive distortions in many textbooks," urging the end to use of textbooks more than five years old, and calling on classroom teachers and teacher educators to develop programs that will explore the cultural pluralism of American society so that all of the nation's children may gain awareness and pride in their own heritage.

It was the fourth national conference on civil and human rights of educators sponsored by the NEA Professional Rights and Responsibilities Commission.

### Urge Policy Statements

The conferees urged special efforts to include recognition of minorities in the curriculum of the schools. They called on state departments of education and local school boards to develop policy statements to implement fair treatment of minorities in school materials.

Speaking at one conference session, Rep. John Brademas (D-Ind.) said that "most of the textbooks and instructional materials used in the nation's schools either make the American Negro, as well as other minorities, invisible or distort their role in American history."

### Committee Members Alert

Congressman Brademas said that "as a result of the hearings held last year, members of the House Education and Labor Committee will watch with deepened interest the progress of both publishers and educators in achieving what I am sure are common goals: high quality textbooks, authentic in content, free of distortion, available to all the children of our country."

Other speakers at the conference included James M. Nabrit, Jr., president of Howard University and former U.S. deputy representative to the United Nations; and Roger E. Egan, senior vice-president and managing editor of Silver Burdett Co., a textbook publishing firm.

## NEA Department Starts Nonprofit Health Foundation

Officers were elected and the first membership meeting date set for the new National Foundation for Health, Physical Education, and Recreation during the first meeting of its board of directors at NEA Center recently. The foundation, a private, nonprofit corporation sponsored by the American Association for Health, Physical Education, and Recreation, was incorporated last June.

The foundation is established to receive and administer grants, contributions, and bequests as well as to extend membership to individuals and groups. Its central purpose is the advancement of education through health, physical education, and recreation. AAHPER President Leona Holbrook, Brigham Young University, was elected chairman of the board. Ruth Abernathy, University of California at Los Angeles, was elected vice-chairman. Carl A. Troester, Jr., AAHPER executive secretary, was designated fiscal officer.

## *NEA Mutual Fund Continues Growth*

As of February 10, the NEA Mutual Fund had total assets of $6,755,000. The net asset value per share was $10.90 and the offering price was $11.12. The number of shareholders on the same date was 6,657.

For a free copy of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

**NEA DEPARTMENT'S 49,000TH MEMBER:** The American Association for Health, Physical Education, and Recreation welcomed its 49,000th member last month. She is **Mary Carole Robinson** (second from right above), a fifth grade classroom teacher from Nashville, Tennessee. With Miss Robinson above at NEA Center are, left to right, NEA President **Irvamae Applegate,** NEA Executive Secretary **William G. Carr,** and AAHPER President **Leona Holbrook.** Earlier, at the opening session of the Conference for College Teachers Preparing Elementary Education Majors To Teach Physical Education, Dr. Holbrook presented Miss Robinson with a plaque naming her the 49,000th member. NEA Department of Classroom Teachers President Charles F. Deubel also congratulated Miss Robinson for her recognition of the important role the elementary classroom teacher plays in guiding the health and physical education of pupils.

## *Health, Physical Education Department of NEA Launches New Project on Smoking Education*

A program focusing on the health problems related to smoking was launched this month by the American Association for Health, Physical Education, and Recreation, an NEA department. The Educational Leadership Project on Smoking and Health will function for at least three years to develop leadership for school health personnel and other educators concerned with smoking education at national, state, and local levels.

The project will provide a focal point for smoking education within NEA and will aid the National Interagency Council on Smoking and Health.

Project funds are being provided by the National Clearing House on Smoking and Health of the U.S. Public Health Service. Project director is Vincent Granell, formerly director of health education for the Florida State Board of Health.

## *Curriculum Designing for the Future Is Topic*

Educators examined curriculum designing for the future at a national conference sponsored early last month in New York City by the Association for Supervision and Curriculum Development's Commission on Current Curriculum Developments. About 450 persons attended the two-day meeting of the NEA department.

# Thousands Sign Up for Year of the N As NCTEPS-Sponsored Project Gathe

## Total of 15,000 Expected To Enroll for Program Built Around Theme 'The Teacher and His Staff'

"Thousands of teachers and other school personnel who want to be where the action is and who want to try to solve some of their crucial day-by-day problems have already enrolled for the Year of the Non-Conference," Don Davies, executive secretary of the National Commission on Teacher Education and Professional Standards, told the NEA REPORTER this month. Dr. Davies predicted that over 15,000 will take part in the NCTEPS Year of the Non-Conference. "This is more than ten times the number attending our usual national conference," he said.

During the Non-Conference Year, participants can attend regional meetings and visit demonstration centers in their own areas, instead of leaving their homes and traveling across the country.

Imaginative programs are being tried in 125 Year of the Non-Conference demonstration centers—public and private schools, colleges and junior colleges, universities, and laboratory schools where innovative uses of staff are operational.

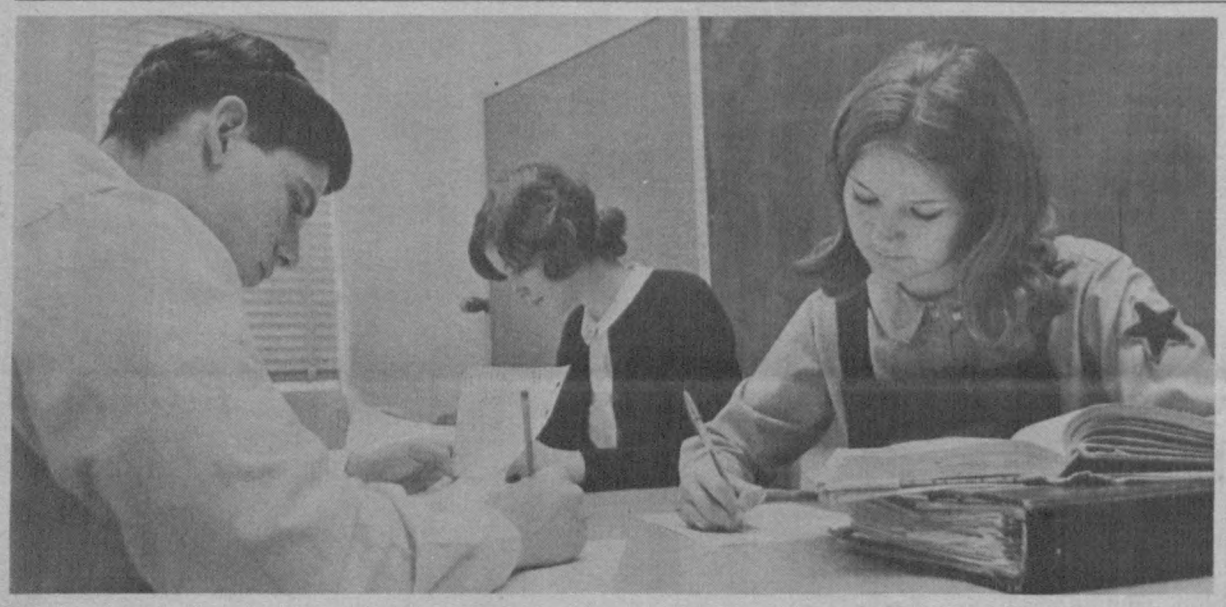
Other highlights of the Non-Conference Year are these:

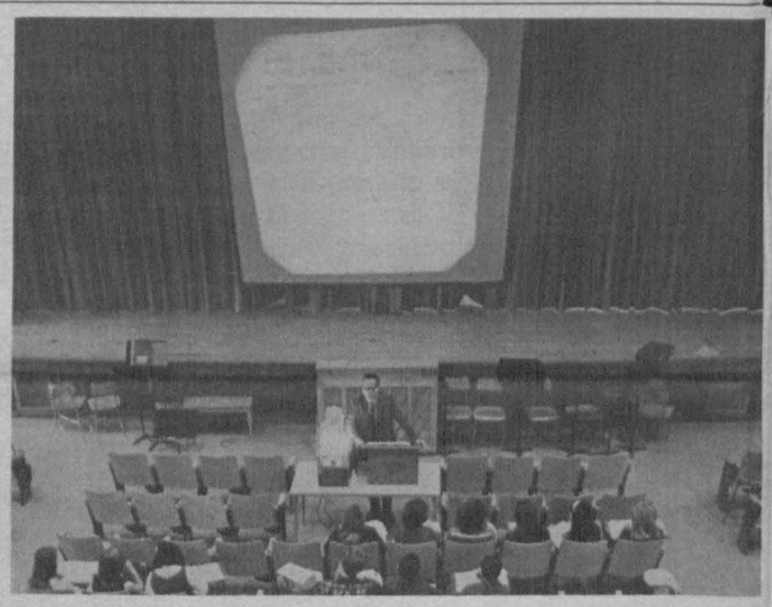
- The first issue of a picture magazine—*Emphasis*—has turned its analytical camera eye on the live-case-study demonstration centers and other Non-Conference activities. *Emphasis* will come out at intervals throughout the year and be distributed only to Non-Conference participants.
- Three new publications are due off the presses before the first of April: a statement by NCTEPS on *Auxiliary School Personnel;* a booklet on *The Teacher and His Staff: Men, Machines, and Media in the Educational System;* and a documentary of auxiliary personnel programs.
- A new approach to conference participation has evolved: Staff Development Study Schools, at which entire school staffs are enrolling and receiving multiple copies of the Non-Conference publications. In turn, the school faculty agrees to be receptive to the new ideas emerging from the Year of the Non-Conference and to develop their own plans for more effective ways to deploy, use, and develop staff. The National TEPS Commission expects teachers and administrators in development schools to visit demonstration centers, use the special publications in staff meetings, and take part in the April assemblies.
- Plans are under way for the 100-Cities Assembly on Saturday, April 29. Separate meetings will be held in over 100 communities, linked by a common agenda and a national electronic hook-up.

The theme of the Year of the Non-Conference is "The Teacher and His Staff."

"However, the original idea is an evolving one and has now zeroed in on seeking new ways to orchestrate and deploy that staff, including auxiliary personnel, to improve instruction," says James L. Olivero, Non-Conference national coordinator.

"If thousands of teachers, administrators, and citizens will visit the Non-Conference demonstration centers and see firsthand the exciting ways being used to make the teacher's job more manageable and teaching





**INDEPENDENT STUDY AND JOINT STUDY:** Educators who enroll in the Year of the Non-Conference program, sponsored by the National TEPS Commission, are encouraged to visit schools in their area that are serving as demonstration centers for innovative educational ideas. One hundred twenty-five schools throughout the nation have been designated as demonstration centers. Among them is John F. Kennedy High School in Rockville, Maryland. At Kennedy High School, 125 of the 865 students have signed contracts committing themselves to do part of their classroom work on their own. The students shown in the photo above are working in the school's instructional materials center, which has areas for individual study, for TV and film viewing, and for typing. The students are not chosen necessarily for high ability, but they must, in the opinion of their teachers, be mature enough to maintain regular class work while studying on their own. The Kennedy High School also invites guest lecturers to speak before more than one class at a time. In the photo above, two classes hear a lecture that is reinforced with material presented via an overhead projector.

*Smorgasbord of New Activities*

# 125 Demonstration Centers for Year of the Non-Conference Emphasize Creative Concepts, Avant-Garde Approaches

A nationwide smorgasbord of the most creative, avant-garde approaches currently under way in education is represented in the 125 demonstration centers of the Year of the Non-Conference, whose locales were announced recently by the National TEPS Commission.

Among the front-line concepts being explored in the widely diverse institutions are:

- Heavy use by a public school of tutors, aides, and teaching associates to provide the students with more individual and group attention, to free teachers from clerical and housekeeping chores and allow them to carry out their professional roles. Many of the 296 aides and tutors involved in the experimental program, after their experience in the schools, have expressed interest in becoming teachers.
- Three reading centers established in one town for children in grades 2-4 with severe reading problems. Students from 16 public and 4 private schools are transported to the centers for daily 90-minute sessions in groups of 4 to 8. The program, both preventive and corrective, involves a director, 12 teachers, and a special services staff.
- An all-male kindergarten with a male teacher—one aspect of a demonstration project in early education, which includes the use of paraprofessionals. Six of the schools involved in this and two teacher education projects are of modern round or hexagonal design, with movable walls, roll-around chalkboards, indirect lighting, and limited window areas.
- Closed-circuit television used for team teaching in English, history, and religious instruction in a Catholic high school for boys. Class time is divided into 10- and 15-minute periods. A television teacher presents basic material to all classes. Individual classroom teachers then take over alternative periods for discussion and conclusions. A four-man instructional TV staff includes a director, a producer, and electronic specialists for operation and maintenance. Students also operate the studio and produce their own shows under faculty supervision.

An annotated listing of all the demonstration centers is provided each participant in the Year of the Non-Conference. The listing gives a brief description of the program, plus school location, telephone number, and name of the contact person.

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# ign Up for Year of the Non-Conference Sponsored Project Gathers Momentum

## Total of 15,000 Expected To Enroll for Program Built Around Theme 'The Teacher and His Staff'

–has turned its analytical camera eye on the live-case-tudy demonstration centers and other Non-Conference ctivities. *Emphasis* will come out at intervals through-ut the year and be distributed only to Non-Conference articipants.

• Three new publications are due off the presses efore the first of April: a statement by NCTEPS on *luxiliary School Personnel;* a booklet on *The Teacher nd His Staff: Men, Machines, and Media in the Edu-ational System;* and a documentary of auxiliary per-onnel programs.

• A new approach to conference participation has volved: Staff Development Study Schools, at which ntire school staffs are enrolling and receiving multiple opies of the Non-Conference publications. In turn, the chool faculty agrees to be receptive to the new ideas merging from the Year of the Non-Conference and to evelop their own plans for more effective ways to de-loy, use, and develop staff. The National TEPS Com-mission expects teachers and administrators in develop-ment schools to visit demonstration centers, use the special publications in staff meetings, and take part in the April assemblies.

• Plans are under way for the 100-Cities Assembly on Saturday, April 29. Separate meetings will be held in over 100 communities, linked by a common agenda and a national electronic hook-up.

The theme of the Year of the Non-Conference is "The Teacher and His Staff."

"However, the original idea is an evolving one and has now zeroed in on seeking new ways to orchestrate and deploy that staff, including auxiliary personnel, to improve instruction," says James L. Olivero, Non-Conference national coordinator.

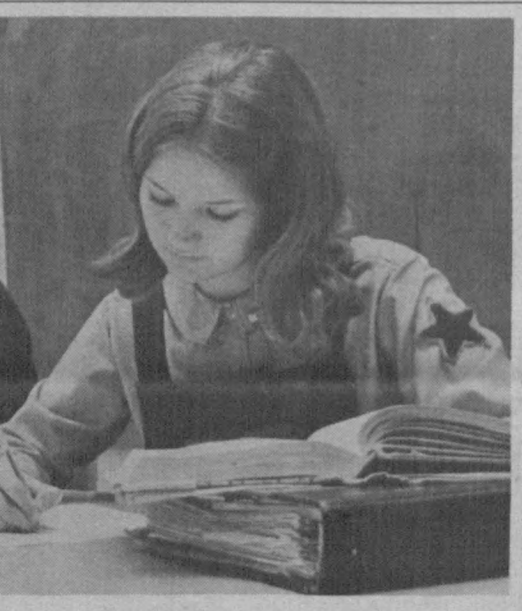
"If thousands of teachers, administrators, and citizens will visit the Non-Conference demonstration centers and see firsthand the exciting ways being used to make the teacher's job more manageable and teaching more effective, they can start a revolution in American education."

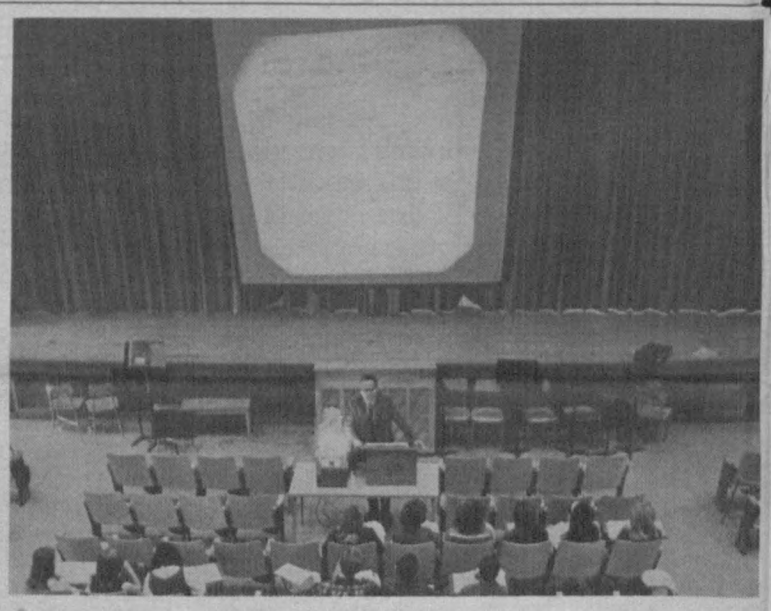
Participants' thinking and planning, and the demonstration programs, are concentrated on three primary problems:

1. Effective use of auxiliary personnel
2. The role of specialists in the school
3. The environment for professional development of staff.

"Educators have become odd-jobbers, doing everything but what they're expert in. This nationwide waste of prime teaching talent has become so 'dug in,' such a way of life, that it calls for block-busting solutions," according to NCTEPS Chairman Howard L. Nostrand. "These solutions can no longer be discussed at leisure. They must be put to the test without delay. The Non-Conference may be just what is needed to gain widespread recognition and support, to step up change, and to create school conditions that will permit fully certified teachers to function at maximum profes-sional effectiveness—in tune with the educational demands of the twentieth century."

"What can *you* do—starting tomorrow when you set foot in your school building—to make your teaching job more manage-able?" asks Dr. Olivero. "That is the ultimate aim of the demon-stration centers, the regional meetings, the special publications—to give the individual educator innovative ideas, approaches, methods that will work."





em is John F. Kennedy High School in Rockville, Mary-nd. At Kennedy High School, 125 of the 865 students ve signed contracts committing themselves to do part their classroom work on their own. The students shown the photo above are working in the school's instruc-onal materials center, which has areas for individual udy, for TV and film viewing, and for typing. The stu-dents are not chosen necessarily for high ability, but they must, in the opinion of their teachers, be mature enough to maintain regular class work while studying on their own. The Kennedy High School also invites guest lecturers to speak before more than one class at a time. In the photo above, two classes hear a lecture that is reinforced with material presented via an overhead projector.

**THE PUPPET AND THE PARENT AIDE** . . . and how they help children learn at Columbus-University of California Demonstration School in Berkeley. The parent aide (right) is relating the pupil's hand puppet to words in the reading text. The teacher (center) is hanging the curtain for the puppet theater. Columbus School is one of the 125 demonstration centers open to participants in the Year of the Non-Conference.

# enters for Year of the Non-Conference Concepts, Avant-Garde Approaches

e aspect of a demonstration project in early educa-n, which includes the use of paraprofessionals. Six the schools involved in this and two teacher edu-tion projects are of modern round or hexagonal de-gn, with movable walls, roll-around chalkboards, in-rect lighting, and limited window areas.

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**NON-VISITS PLANNED DURING NON-CONFERENCE:** A non-visit (you don't go in person, but you see them anyway) to Year of the Non-Conference demonstration centers will soon be possible via a film being produced for NCTEPS by the Flexible Scheduling and Curriculum Study Film Unit at Stanford University. Editing the film production are (left to right) **David Coffing,** producer; **Wendy Chapple,** writer; and **Tom Bullock,** director-editor. Title of the color-sound film is "The Year of the Non-Conference/Emphasis: the Teacher and His Staff."

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**Registration Form**

(Use pencil or ball-point pen)

To: NCTEPS, NEA
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

I am willing to commit some of my time, energy, and thought to the Non-Conference topics in an effort to bring about improved instruction in schools by seeking ways to give the teacher more time to do what he has been educated to do—teach. Enclosed is my $15 registration fee. I understand this entitles me to receive the annotated listing of demonstration centers, the books *Remaking the World of the Career Teacher* and *The Real World of the Beginning Teacher*, other publications, and additional information about the 100-Cities Assembly, the July Rally, and the Regional TEPS Conferences.

Please make check payable to: NCTEPS

Name _____ Street _____

City _____ State _____ Zip Code _____

Cut here and mail

# Three Non-Conference Publications Offer Insights and Ask Questions About Human and Machine Aides

There will be growing pains, mistakes, and failures as well as wise decisions and successes as more and more schools use auxiliary personnel, but the advantages will make their use worthwhile. So says the NCTEPS statement on *Auxiliary School Personnel*, the first of three Year of the Non-Conference publications due off the press next month.

"The addition of auxiliary personnel in the schools is one of the most challenging and hopeful advances in modern education," the booklet states. "Auxiliary personnel are here; they are not an idle dream. . . . They are here because they are needed . . . by the professionals and by the children. The NCTEPS is committed to assisting people who are eager to find out more about auxiliary personnel."

The booklet points out some facts and raises some questions and issues local school faculties must face:

- Some teachers prefer to work alone and do not want aides. Should they be forced to accept assistance?
- Some teachers lack the managerial qualities necessary for supervising auxiliary personnel and will need careful guidance.
- Because of the confidential information teachers use or share about students, teacher aides must be taught high ethical standards.
- Who should decide on their duties and rate of pay?
- Some teachers fear the addition of auxiliary personnel. How can these fears be allayed?

It has been estimated that 10,000 aides now work in poverty projects throughout the nation. No figures are yet available on the number of school systems using this kind of help, but auxiliary personnel eventually may outnumber teachers, the booklet predicts.

Another Year of the Non-Conference book documents some of the sticky problems that have arisen when auxiliary personnel are used. The book tells about the real live people whose problems, weaknesses, and contributions as aides have the warts and wrinkles of truth.

Its writer, Gertrude Noar, cocks a practical and realistic eye at both teachers and aides in the auxiliary situation—in sections titled "Aides Are People: Who Are They? What Are They Like?" and "Effect on Teachers." The anecdotes used are from actual school situations.

The third book on the NCTEPS spring list is *The Teacher and His Staff: Men, Machines, and Media in the Educational System*, by Bruce Joyce of Teachers College, Columbia University. Dr. Joyce takes the reader on a trip into an imaginary school of the not-too-distant future and describes, minute by minute, a day in the life of one teacher, his auxiliary staff, and their students, who have at their disposal:

- A computer support center
- A self-instruction center
- An inquiry center
- A materials creation center
- A human relations center
- Guidance and evaluation.

All three publications are a beginning of the steady flow of materials which will go to participants in the Year of the Non-Conference.

**WHEN DOES "THE YEAR" END?**

**The Year of the Non-Conference will end when the next series of regional TEPS conferences ends —February 3, 1968.**

**HOW LATE CAN YOU REGISTER?**

**The program has engendered so much excitement and enthusiasm that the registration deadline has been extended to April 29, 1967, according to James L. Olivero, coordinator of the program.**

## An Analogy

*Dr. Schoolman was getting an unanticipated opportunity to think as he rested on a hospital bed after an emergency operation. He recalled his astonishment that morning when the door opened and in trooped a host of people at the heels of his surgeon. There was his own medical doctor, the chief resident, the intern, the director of nurses, the chief floor nurse, his private nurse, two medical college students, two student nurses, and just outside the door, an orderly, a maid, and a Grey Lady.*

*Then he remembered that the previous day a senior student had come in to take his personal history and the floor nurse had prepared him for surgery. His memory shifted to the operating room where an anesthetist was waiting and technicians were manning some machines which would record heart and blood pressure. He knew that a laboratory was nearby where research specialists were ready to test and analyze samples of blood and tissue.*

*"What a lot of different jobs go into maintaining a hospital," mused Dr. Schoolman. "How different are the necessary backgrounds of education and training and what a vast range there is in remuneration. Yet each one—from the orderly paid $1.50 per hour to the surgeon whose single fee for an hour's work may be $500 or more—is important. And how evident is the fact that they are a team working together to get me back to my school."*

*The scene shifted in Dr. Schoolman's mind. He began to compare the hospital with the school. "How impossible it would be here," he thought, "if one person tried to do the professional work, the clerical work, the housekeeping chores, even those connected with this one room. Yet that is what teachers are expected to do and do gladly and excellently."*

*—Excerpt from* **Auxiliary Personnel in the School: A Documentary of Some Aspects of a Growing Program** *(tentative title), by Gertrude Noar, one of the Year of the Non-Conference publications.*

# Committee Asks Each State To Establish Educators Professional Standards Boards

## Classroom Teacher Participation Urged To Ensure Balance

A committee representing six influential educational groups has proposed that each state in the Union set up a board of educators to advise its department of education on teaching policies and standards. Such a board would make recommendations on licensure of teachers, certification requirements, assignment of teachers, accreditation of teacher education, and programs designed to improve teacher education.

The committee said it believed that the department of education in each state should be required to seek the advice of such a board. The board might even have decision-making, rather than advisory, power if the state desires it, the committee said.

The committee proposed that the size of such a professional standards board range from 9 to 18 members, "with a balanced representation of the profession to ensure classroom teacher participation."

The six groups represented on the committee are the National Association of State Directors of Teacher Education and Certification, the National Commission on Teacher Education and Professional Standards, the American Association of Colleges for Teacher Education, the NEA Department of Classroom Teachers, the American Association of School Administrators, and the Council of Chief State School Officers.

The National TEPS Commission has published the committee's recommendations and mailed copies to every chief state school officer, every state education association, and more than 50 professional and learned societies.

Chairman of the committee is Alfred W. Thatcher, academic vice-president of the State University of New York College at Potsdam. When the proposals were announced last month, he said that "educators must assume greater responsibility in the accreditation, certification, and strengthening of teacher education programs in this country. In no other profession—medicine, law, engineering, journalism, for example—do lay boards become so deeply involved in decisions about the courses of studies to be taken, minimum standards of excellence, or the methods to be used after graduation."

**TOPIC—A CHANGE IN LEGISLATIVE TIMING:** When representatives of NEA and several other education groups met last month, they urged that federal education appropriations be approved by Congress in time for their use in the coming school year. Rep. **John N. Erlenborn** (D-Ill.) agreed with this suggestion and this month introduced legislation to improve this timing. Shown here with Congressman Erlenborn is NEA President **Irvamae Applegate.** (See story at right.)

# Demonstration Cities Program Begun; Education Is a Key Element in Law

The federal Demonstration Cities program is now officially in business, and the NEA Division of Federal Relations has alerted educators around the nation to the possibilities for public school systems. In a "Memorandum to the Educational Leadership" dated January 23, the division outlined the provisions of the program which apply to schools, and urged administrators to participate in planning programs for their communities.

Under the model cities program, the Department of Housing and Urban Development will provide grants to cities, *large and small*, for planning and carrying out projects in specific hard-core poverty neighborhoods to demonstrate ways in which the social, physical, and economic problems in such neighborhoods can be solved.

HUD, through its regional offices, is now ready to receive applications from cities for *planning* grants; Congress has appropriated $11 million for this purpose for fiscal year 1967. But there is a hitch: Congress authorized $400 million for *operation* of the program in FY 1968, but has not yet appropriated the funds. Legislation for funding will be introduced soon.

**Education will be a key element in Demonstration Cities projects, but it is only one of many services that will receive federal dollars. The Division of Federal Relations urged schoolmen to:**

- **Contact** their city government to determine whether it plans to apply for a planning grant
- **Emphasize** the need for educational services in the city's plan
- **Press for** the local planning grant (the federal share is 80 percent; the city government must supply the remainder)
- **Contact** their congressmen and ask their support of the FY 1968 appropriation.

Many federal matching and nonmatching grant-in-aid programs can be tapped for carrying out local projects under the program. Matching programs include: National Teacher Corps, library services and construction, adult basic education, guidance testing and counseling, college work study, higher education facilities, vocational education, instruction in critical subjects (including humanities and the arts), training and skill development.

Nonmatching federal programs include: VISTA, Job Corps, education of children of low-income families, and supplementary education centers and services.

Each mayor in the nation has a copy of the official guidelines for the Demonstration Cities program, contained in a HUD booklet, *Improving the Quality of Urban Life*, as well as a mimeographed summary of the program.

# Student Disorder Seen Increasing

Student disorder was the topic of a recent San Francisco area conference sponsored by the Bay Section of the California Teachers Association with assistance from the NEA Urban Services Division. The conferees—classroom teachers, school administrators, education association leaders, police officers, and newsmen—agreed that preventive action, communication, and cooperation are necessary to control student disorder.

The conferees agreed, too, that schools, because they are prime examples of the status quo and are visible targets, will probably face increasing student unrest and disturbances.

## LBJ PROPOSALS . . .

(Continued from page 1)

examination and treatment of an additional 500,000 poor children.

Also requested was legislation to authorize 10 pilot centers this year to provide research and development in child health care, to train health workers, to test new methods, and to provide care for 180,000 needy children and 10,000 mothers.

9. **Carry forward the attack on mental retardation.** Mr. Johnson asked for legislation to provide, for the first time, federal support to assist the staffing of community mental retardation centers and to extend federal support for the construction of university and community centers for the retarded.

10. **Launch a new program of dental care for children.** The President asked for legislation to authorize a pilot program of dental care for 100,000 children in acute poverty areas; to provide training for dental assistants to bring care to schools and other community agencies; and to explore better methods of furnishing care.

11. **Help states and communities plan and operate programs to prevent juvenile delinquents from becoming adult delinquents.** The Juvenile Delinquency Act of 1967 would provide (a) 90 percent matching grants for planning improvement of juvenile courts and correction systems; (b) 50 percent matching grants for construction of short-term detention and treatment facilities; (c) flexible matching grants to assist local communities to operate special diagnostic and treatment programs for juvenile delinquents and potential delinquents; and federal support for experimental programs.

12. **Enrich the summer months for needy boys and girls.** The President asked for legislation to provide funds for the construction of summer camps for at least 100,000 children in 1968. These camps would be built only where there is an agreement with a private institution or a local government to operate and finance them.

In addition, Mr. Johnson said he will establish a cabinet-level council headed by the Vice-President to promote summer youth opportunities. The council will make public facilities available to provide summer camping opportunities for needy children this summer, call on public and private groups to sponsor and operate these camps, and enlist college students and others to work in them.

# Erlenborn Urges Change in Timing Of Education Aid

An Illinois congressman is pressing for a May 1 deadline on appropriations for federal education programs. Rep. John N. Erlenborn (D-Ill.) has introduced a concurrent resolution that House and Senate appropriations committees report out bills appropriating funds for educational assistance programs not later than May 1 of the year preceding the beginning of the fiscal year for which such funds are authorized.

Such a change in the timing of education appropriations was urged last month by representatives of NEA, American Association of School Administrators, Council of Chief State School Officers, National Association of State Boards of Education, National Congress of Parents and Teachers, and National School Boards Association.

### 'Immense Burden'

Mr. Erlenborn cited the "immense burden we are placing on educational administrators by late funding of federal programs." He said the burden is compounded by one-year authorizations that are not renewed until well into the next fiscal year and, therefore, must be funded so late that the school or college year is far advanced before money is available.

"Although this problem has occurred from time to time in the past," Mr. Erlenborn said, "there is a compelling reason why we must now give it urgent attention. The volume of federal funds handled by the U.S. Office of Education has swollen from $272.6 million in 1957 to $3.9 billion in 1967.

"When funds of this magnitude are poured into the educational system . . . and are made available months after educational administrators must prepare their own programs and budgets (sometimes after the school year has begun), the effect on program planning, budgeting, personnel planning, and general administration is disastrous."

# CURRENT

What's Going On in TV, Radio, Press, and National Magazines

### Television

*(All times are Eastern Standard)*

**The Smithsonian—Saturdays, NBC-TV, 12:30 P.M.** *March 4:* "Dem Dry Bones." *March 18:* "The World Around Us."

**Animal Secrets—Saturdays, NBC-TV, 12:30 P.M.** *March 4:* "Ecology." *March 11:* "Mind and Hand."

**The CBS Children's Film Festival—Sundays, CBS-TV, 4 P.M.** *March 5:* "The Ransom of Red Chief"—(Russian) an O. Henry story. *March 12:* "The Boy With Glasses" (Japan). *March 19:* "The White Mane" (French). *March 26:* "Hand in Hand" (British).

**NBC Experiment in Television—Sundays, NBC-TV, 4 P.M.** *March 5:* "Good Day," off-Broadway drama.

**NBC Children's Theatre—Sundays, NBC-TV, 6:30 P.M.** *March 5:* "Rabbit Hill." World of small animals and their view of man's world.

**The 21st Century—Sundays, CBS-TV, 6 P.M.** *March 5:* "The Remarkable Schoolhouse," discusses machines and new teaching techniques.

**"Mark Twain Tonight!"—Monday, March 6, CBS-TV, 9:30 P.M.** Hal Holbrook's portrayal.

**Stage 67—Thursday, March 9, ABC-TV, 10 P.M.** "Trilogy: The American Boy." Three stories of three different boys discovering girls in varied social worlds.

**Bell Telephone Hour—Sunday, March 12, NBC-TV, 6:30 P.M.** "Toscanini: The Maestro Revisited."

**Project 20—Thursdays, NBC-TV, 7:30 P.M., March 16:** "End of the Trail." Westward movement of the American Indian.

**Ringling Brothers and Barnum and Bailey Circus—Thursday, March 16, NBC-TV, 8:30 P.M.** 1967 highlights of "The Greatest Show on Earth."

**Hallmark Hall of Fame: "Anastasia"—Friday, March 17, NBC-TV, 9:30 P.M.** Play starring Julie Harris and Lynn Fontanne.

### Magazines

*(March issues)*

**Fortune**—"Help Wanted: 50,000 Programmers." New, faster computers create frantic search in U.S. best-rewarded technological occupation.

**Good Housekeeping**—"What Counts Most in Winning." Today college scholarships are determined mainly by family's financial needs rather than academic excellence. Also: "New Research That Is Changing Old Ideas About Child Behavior," based on direct observation of children.

**Harper's**—"The Real Masters of Television." A well-financed noncommercial national network is the only answer to bad TV programing, the author says.

**McCall's**—"What the College Catalogs Won't Tell You: A Student's Eye View of American Campuses."

**Parents'**—"Should Every Youngster Go to College?" Some bright students lack the maturity and would do better in specialized training programs or direct work experience. Also: "Mentally Retarded Childen Aren't All Alike." Smaller, family-type schools with skilled, sensitive teachers are successfully replacing large institutions.

**Reader's Digest**—"What's the Matter With the Younger Generation?" A New York City school principal tackles this controversial issue head-on, in an article condensed from the *New York Times Magazine*.

**Redbook**—"Montessori and Traditional American Nursery Schools" by Dr. Benjamin Spock.

# School Administrators Plan Review Commission To Examine National Assessment of Education

**AN ATLANTIC CITY WELCOME:** One of the major speakers at the American Association of School Administrators convention last week was Sen. **Charles H. Percy** (R-Ill.), shown at center above. Senator Percy was greeted by Atlantic City Mayor **Richard S. Jackson** (right), who named him an honorary city life guard. Looking on at left is **Benjamin C. Willis,** retired general superintendent of schools, Chicago, who received an award for distinguished service in school administration.

## Office of Education Says It Will Await Commission Report

Nearly 33,000 school superintendents and other educators tackled their ABC's with vigor at the annual five-day convention of the American Association of School Administrators in Atlantic City, New Jersey, last week. Their ABC's stood for assessment, board-teacher relations, and control of educational policy.

The Carnegie National Assessment of Educational Progress (NAEP), scored in January by the AASA executive committee as coercive national testing, emerged early as a controversial convention issue.

AASA members at the convention endorsed the previous stand of the executive committee until such time as a joint commission can examine the purposes, techniques, instruments, and proposed use of the results of the national assessment program.

The AASA executive committee announced that it has authorized the appointment of a 15-man review commission. The commission will be made up of five AASA members, five representatives of the Exploratory Committee on Assessing the Progress of Education, and five persons representing other professional organizations and the public.

The U.S. Office of Education, which is seeking funds in the 1968 budget to collect test data from the schools so it may report to Congress on the evaluation of major federal aid programs, announced that it would not commit itself to national assessment for this purpose until after the review commission has reported.

The role of the teacher, superintendent, and school board was scrutinized in some 21 convention sessions and underscored in an AASA resolution endorsing "truly professional" negotiation procedures and the "intelligent use of sanctions" in grievance situations. The same resolution deplored both the use of the strike and affiliations "which align educators exclusively with one segment of the American economic system."

"Separatist" moves to cut administrators off from teachers in professional organizations also came in for discussion. In a lively session, several speakers agreed that NEA departmental structure required a realignment that would guarantee autonomy to each unit but at the same time keep them all together as a united force in education.

In a major speech, AASA President-Elect William H. Curtis, superintendent of schools, Manchester, Connecticut, who takes office next month, pointed out that the collective strength of AASA, NEA, and other groups has produced impressive educational gains, particularly in state and national legislation.

Former Governor Terry Sanford of North Carolina who, with his teacher-mother, received the 1967 Golden Key Awards, described the "lively teacher" who bends the classroom to the child and not the child to the classroom. Her kind of teaching and attitude toward children, he said, means "drawing out, not just pouring in."

## NEA Board of Directors Establishes New Committee for Special Services

The NEA Board of Directors, at its meeting this month in Atlantic City, established a permanent NEA Special Services Committee. The new committee is charged with recommending general policy guidelines for operation of the NEA Special Services Division and with exploring, developing, and recommending extensions of present services and adoption of new services.

NEA special services now include an accidental death and dismemberment program, a life insurance program, a tax-sheltered annuity plan, and the NEA Mutual Fund.

The Board of Directors action merges the operations of the NEA Insurance Trust and the Board's own special services committee. Present members of the Insurance Trust (except the two NEA staff trustees) and of the Board's special services committee will make up the new committee.

Future appointments to the nine-man committee will be made by the NEA president with the approval of the Executive Committee. Members of the committee will serve five-year terms.

Executive Committee and Board of Directors approval also laid the groundwork for two new organizations within NEA: an organization for auxiliary school personnel and an association for supervisors of student teaching. Both organizations were proposed to the Board and Executive Committee as potential new NEA departments.

Auxiliary school personnel such as teacher aides and school aides number an estimated 10,000 to 20,000 in the nation and their numbers are increasing. The Association for Student Teaching, as it now exists, is made up of some 4,000 educators primarily responsible for supervision of student teachers on college campuses.

The NEA Executive Committee voted to meet at NEA Center May 20-21 and in Minneapolis, prior to the NEA Convention, on June 29-30.

The Board of Directors set July 1, 2, and 3 as the dates of its next meeting, which will also be held in Minneapolis.

## Sanctions Invoked in Fort Wayne, Indiana

The Indiana State Teachers Association invoked sanctions against the Fort Wayne community schools February 9. The sanctions came after a year of school difficulties in Fort Wayne. The Fort Wayne Teachers Association invoked local sanctions last fall and staged a one-day professional work stoppage on February 9.

In December, an NEA-ISTA Professional Rights and Responsibilities team began an investigation of the situation. Its report will be released as early as possible.

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Marion County School System |
| • Indiana State Teachers Association | Fort Wayne Community Schools |
| • Maryland State Teachers' Association | Baltimore Public Schools |
| • New Jersey Education Association | Bergen County Vocational and Technical High School |
| • New Jersey Education Association | Jersey City Public Schools |
| • New Jersey Education Association | Matawan Regional School District |
| • New Jersey Education Association | Woodbridge Public School |

When an association officially reports that conditions have improved in any of the above districts or systems, the NEA REPORTER will announce the action.

**INFORMATION KITS FOR SCHOOL BOARD MEMBERS:** When **Joseph Ackerman,** president, National School Boards Association, visited the NEA booth at the Georgia School Boards state convention, held in January in Atlanta, **Corma A. Mowrey** (left), director of the NEA Division of Organization Relations, presented him with a packet of materials specially designed for school board members. With them (left to right) are: **Mrs. Leland Bagwell,** president, Georgia Congress of Parents and Teachers; **Julian Halligan,** president, Georgia School Boards Association; and **Jennings H. Flathers,** assistant director, NEA Division of Organization Relations. By scheduling booth displays at state conventions in this way, the Division of Organization Relations hopes to contact the local school boards throughout the nation every two years.

# NEA Insurance Benefits For Accidental Death Increased at No Cost

Benefits under NEA's Accidental Death and Dismemberment Insurance will increase March 1 at no increase in cost. Coverage for members while passengers in any public conveyance will go up from $75,000 to $100,000. Coverage for a member and spouse together on a public conveyance will also be increased, to $80,000 and $12,500, respectively.

The insurance, available to NEA members who are also members of their state education association, costs $19 a year.

### Program Even More Attractive

Joseph A. Letorney, president of the Massachusetts Teachers Association and chairman of the NEA Special Services Committee, said the increase in benefits was possible because of the excellent response the program has had from members since its introduction last April. "The increase," he said, "should make the program even more attractive to members of the united profession."

The same NEA insurance plan also provides $30,000 coverage for accidental death or dismemberment in an auto or as a pedestrian and $12,500 coverage for any other accident, all on a 24-hour-a-day basis and with no medical examination required.

Reduced amounts of coverage may be obtained for spouse and children at no extra cost.

For details about this program, and about several other NEA programs, complete and mail the coupon below:

**REQUEST FOR INFORMATION**

(Use pencil or ball-point pen)

TO: Special Services Division
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Please send me without obligation information about the following:

- ☐ NEA Accidental Death and Dismemberment Insurance
- ☐ NEA Life Insurance
- ☐ NEA Tax-Sheltered Annuity Program

Name .....

Street .....

City ..... State ..... Zip Code ....

Please consider offering these additional services through the Special Services Division:

.....

.....

.....

Cut here & mail

# NAMES IN THE NEWS

ON FEBRUARY 1 **Stayner Brighton,** research director of the Washington Education Association, became executive secretary of the Ohio Education Association. . . . In late February NEA Executive Secretary **William G. Carr** will be participating in a meeting in Williamsburg, Virginia, as a member of President Johnson's International Committee on the International Education Act. **Dr. Carr** was recently appointed to UNESCO's International Consultative Liaison Committee for Literacy, organized to conduct a world campaign against illiteracy. . . . State education association presidents who took office in December are: Arkansas—**Walter L. Littlejohn,** professor, Education Department, A M & N College, Pine Bluff; Ohio—**Kenneth P. Kate,** vice-principal, McKinley High School, Canton; Pennsylvania—**Wade Wilson,** director of industrial arts, Cheyney State College, Cheyney; Tennessee—**George Mathis,** principal, Brainerd High School, Chattanooga; Texas—**Sam M. Anderson,** superintendent, Big Spring Independent School District, Big Spring; Wisconsin—**Frank Weigel,** vocational agriculture teacher, High School, Wisconsin Dells; Wyoming—**Betty Lou Pagel,** director of elementary education, Cheyenne Public Schools, Cheyenne. . . . **Manuel Barkan,** professor of art education in the School of Art, Ohio State University, Columbus, has been named "Art Educator of the Year" by National Art Education Association. Dr. Barkan will receive the award March 24 during the NAEA's ninth biennial conference in San Francisco. . . . New president of the National Education Field Service Association is **David Broderick,** director of public relations, Washington Education Association, Seattle. He succeeds **Eugene Scalise,** director of field service, Connecticut Education Association, Hartford. NEFSA vice-president is **Harold Henson,** assistant executive secretary and director of field service, Arizona Education Association, Phoenix. . . . **Albert T. Hamai,** field representative of the Hawaii Education Association for the past five years, was recently appointed associate executive secretary of the association. **Barbara Edwards** recently resigned as HEA deputy executive secretary to take a position as educational consultant to conduct the newspaper-in-the-classroom program of the Hawaii Newspaper Agency in cooperation with the State Department of Education. . . . **F. J. Johnson,** English teacher, Shoreline (Washington) High School, is now professional services coordinator for the NEA Department of Classroom Teachers.

# NEA Affiliates Win Over Unions 2 to 1 In Teacher Elections

NEA affiliates have won more than two-thirds of all teacher representation elections held since the end of the last school year. Since June 1, 1966, NEA affiliates across the nation have won 36 and lost 17 elections.

Education associations won 3 of 5 elections in Connecticut, 2 of 5 in Illinois, 6 of 10 in Massachusetts, 5 of 6 in Michigan, 17 of 22 in Rhode Island, and 1 each of the single elections held in New Jersey, Ohio, and Wisconsin.

The table below shows the dates and votes for these elections:

### Box Score On Representation Elections

| Date | District | Assn. | Union |
|---|---|---|---|
| CONNECTICUT | | | |
| 6/ 1/66 | New Britain | 217 | 329 |
| 10/ 6/66 | Hartford | 638 | 758 |
| 11/22/66 | Wethersfield | 163 | 100 |
| 12/ 5/66 | Middletown | 195 | 72 |
| 12/22/66 | Groton | 275 | 136 |
| ILLINOIS | | | |
| 10/17/66 | Joliet High School | * | 252 |
| 11/17/66 | Dolton | 86 | 48 |
| 11/22/66 | Roxanna | 113 | — |
| 1/10/67 | Cahokia | 149 | 164 |
| 1/10/67 | Niles Township | 89 | 312 |
| INDIANA | | | |
| 2/ 2/67 | South Bend | 737 | 765 |
| MASSACHUSETTS | | | |
| 6/14/66 | Methuen | 128 | 73 |
| 6/16/66 | Springfield | 651 | 564 |
| 6/17/66 | Pittsfield | 347 | 205 |
| 10/21/66 | Salem | 96 | 168 |
| 11/28/66 | Lynn | 228 | 339 |
| 11/30/66 | Peabody | 71 | 226 |
| 12/ 1/66 | Gloucester | 173 | 72 |
| 12/ 6/66 | Chelsea | 107 | 131 |
| 12/ 9/66 | Lowell | 361 | 148 |
| 12/14/66 | Malden | 290 | 130 |
| MICHIGAN | | | |
| 10/ 6/66 | Hazel Park | 236 | 66 |
| 10/11/66 | Dearborn #8 | 135 | 93 |
| 10/11/66 | Lincoln Park | 260 | 240 |
| 10/25/66 | Gibraltar | 44 | 51 |
| 11/ 9/66 | Grand Rapids | 1151 | 172 |
| 12/22/66 | River Rouge | 95 | 86 |
| NEW JERSEY | | | |
| 6/ 2/66 | Newark | 1534 | 1481 |
| NEW YORK | | | |
| 6/ 1/66 | Plainview, Long Island | 183 | 343 |
| OHIO | | | |
| 6/ 2/66 | Toledo | 950 | 870 |
| RHODE ISLAND | | | |
| 6/14/66 | East Granite | 65 | — |
| 6/16/66 | North Providence | — | 106 |
| 6/19/66 | Providence | 56 | 543 |
| 9/12/66 | Cranston | 249 | * |
| 9/15/66 | Woonsocket | * | 100 |
| 9/20/66 | Portsmouth | 88 | * |
| 9/22/66 | Barrington | 172 | * |
| 9/27/66 | Tiverton | 71 | * |
| 9/29/66 | Jamestown | 20 | * |
| 10/ 3/66 | Warwick | 412 | 252 |
| 10/ 4/66 | Newport | 206 | withdrew |
| 10/ 5/66 | Scituate | 60 | * |
| 10/14/66 | Burrillville | 65 | * |
| 11/ 2/66 | North Kingston | 123 | * |
| 11/14/66 | East Providence | 188 | * |
| 11/15/66 | Lincoln | 71 | * |
| 11/16/66 | Chariho | 42 | * |
| 11/18/66 | South Kingston | 105 | * |
| 11/21/66 | Coventry | 109 | 82 |
| 11/22/66 | Warren | 53 | * |
| 11/28/66 | West Warwick | * | 98 |
| 12/ 2/66 | Johnston | * | 111 |
| WISCONSIN | | | |
| 1/19/67 | Fond Du Lac | 201 | 127 |

* Group did not choose to run

# NEA Directors Call for $5 Dues Increase (See p. 4)


# NEA REPORTER

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VOL. 6, NO. 3 | MARCH 24, 1967 | 7 | WASHINGTON, D.C.


# Trustees Name Lambert To Succeed Carr As NEA Executive Secretary on August 1

## NEA Supports LBJ Proposals For Federal Aid

NEA Executive Secretary William G. Carr said on February 28 that President Johnson's 1967 education proposals promise "a significant advance" in the effectiveness of federal education programs.

On that date, Mr. Johnson asked Congress for broad-ranging amendments to existing elementary, secondary, and higher education legislation, and a record-breaking $20 million appropriation for educational TV.

"I am particularly pleased," Dr. Carr said, "with two features of the Administration's proposals: (1) a conscious effort to strengthen the role of the states and local government in administering federal assistance programs, and (2) a recognition of the need for full and early funding and

(See FEDERAL AID, page 6, column 1)

## NEA Committee Probes Schools Of Minneapolis

An NEA special committee has begun an investigation of the Minneapolis public schools. Committee members made their first official visit to the city during the week of February 28-March 5. They met with school officials, school board members, City of Minneapolis Education Association members, and leaders of local citizens organizations.

A preliminary inquiry into Minneapolis school conditions was made by NEA Professional Rights and Responsibilities Commission officials last September.

Chairman of the special committee for the Minneapolis investigation is Cornelius Gisriel, principal, Woodlawn Junior High School, Reisterstown, Maryland, chairman of the NEA PR&R Commission. Other members of the committee are: Lewis Applegate, public relations director, New Jersey Education Association; Edwin Bihr, member, Columbia, Missouri, board of education; Earl H. Hanson, superintendent emeritus, Rock Island, Illinois, public schools; Martha Dell Sanders, English and debating teacher, Paducah, Kentucky; Thelma L. Spencer, primary school teacher, Cleveland, Ohio; and Mrs. Sherman Watson, president of the Iowa Congress of Parents and Teachers.

NEA LEADERSHIP 1967

On March 2, the NEA Board of Trustees announced that **Sam M. Lambert** (right) will succeed **William G. Carr** (left) as NEA executive secretary on August 1. With Dr. Lambert and Dr. Carr in the photo is NEA President **Irvamae Applegate.** Nat'l Educ. Assn. photo (Di Dio)

The Teaching Career Month poster shown above is still available from NEA. So are other TCM observance aids. For a free TCM planning guide, write to Teaching Career Month, NEA Center. Teaching Career Month will be launched this year by the first annual Chair of Criticism Lecture, established to honor T. M. Stinnett, who retired last year as NEA assistant executive secretary for professional development and welfare. Dr. Stinnett will deliver the first lecture himself, at Southwest Texas State College in San Marcos on April 5. His topic will be "The Golden Years Upcoming: Maybe."

## Top Post Filled After 6-Month National Search

The NEA Board of Trustees has named Sam M. Lambert to succeed William G. Carr as NEA executive secretary.

Dr. Lambert, presently NEA assistant executive secretary for information services, will take over as NEA's top executive officer on August 1. Dr. Carr, who has been NEA executive secretary since 1952, last fall stated his intention of retiring.

The appointment of Dr. Lambert was announced March 2 at NEA Center by Board of Trustees Chairman F. L. Schlagle, superintendent emeritus, Kansas City, Kansas, schools. The trustees chose Dr. Lambert after a six-month nationwide search conducted by a screening committee of distinguished educators headed by Martin Essex, Ohio superintendent of public instruction. The committee considered more than 130 names during its search.

Dr. Lambert, a 54-year-old former West Virginian, has served NEA for 17 years. Before being named to his current cabinet-level post in 1965, he was director of the NEA Research Division. He joined the Research Division staff in 1950 and became its director in 1956.

As director, Dr. Lambert automated the Research Division with sophisticated data processing and other electronic equipment, and developed scientific sampling techniques for education surveys which placed NEA on a par with other opinion-polling agencies of the nation.

Under his direction, the Research Division continued to produce its nationally recognized annual studies of teacher salaries, teacher supply and demand, and rankings of the states by various statistical criteria. But Dr. Lambert believed that facts and insights were needed on other new or perennial problems of education. One result was the annual "Financial Status of the Public Schools," a document that summarizes for the current year the achievements and future obligations in financing American education.

Another result of his concern is the detailed profile of the American public school teacher—a collection of statistics on teachers unmatched by any other profession.

Under Dr. Lambert's direction, the Research Division also produced a series of regular samplings of teacher opinion on such controversial issues as teaching about communism, national testing programs, teachers in politics,

(See LAMBERT NAMED, page 8)

# Knoxville Schools Seen in 'Serious Trouble'

## 'Callous Indifference' to Education Laid to City Officials and Citizens

The public schools of Knoxville, Tennessee, are in "serious trouble," a special NEA investigative committee said in a report issued this month. The committee—named by the NEA Professional Rights and Responsibilities Commission—assailed "the remarkably callous indifference to the concept of public education shown by many elected city officials, the business interests, and apparently much of the citizenry."

In Knoxville, says the highly critical report, there not only is lack of understanding of the relationship between adequate financing and quality education, but also "blindness about the need for quality education to help create the economic progress which the power structure indicates it desires."

Seven teachers, superintendents, and school board members from seven states composed the special committee. They interviewed 150 key Knoxville citizens during their investigation.

The investigation was requested by the 1,800-member Knoxville Teachers League and the Tennessee Education Association.

After a recent school budget cut, and just before the committee investigation, KTL applied professional sanctions. It publicly censured the mayor and city council for "duplicity and gross bad faith" and voted to ask teachers to discontinue certain noncompensated, extracurricular school activities.

A "complicated skein of politics, people, and events," the report says, brought the Knoxville schools to the present "moment of decision." Among the elements have been: Knoxville's problem of assimilating 28 public schools and other facilities in 50 square miles of territory—about half of Knox County—that was annexed eight years ago; the city's contributing major portions of county operating funds; Knox County Court's power to determine school levies, which it has done "with little regard for city school needs"; and unsuccessful attempts to establish a city-county metropolitan government.

But the report places the main responsibility right back at city hall. "If one sought to improvise a combination of factors calculated to cause educational turmoil in a community," it charges, "he could hardly improve on the example provided by the actions of the mayor and city council majority."

The committee reserved some chastisement for organized groups and agencies in Knoxville. There has been little apparent effort by them, it asserted, to cooperate effectively "in pursuit of goals which all evidence a desire to achieve."

The investigative committee offers 23 recommendations—to the school board and superintendent, mayor and council, civic groups, local and state education groups, and others.

## Congressman Ford Urges Teachers To Join in Politics

Michigan Congressman William D. Ford last month joined the parade of politicians who have urged teachers to become active participants in politics. The Democratic Congressman addressed about 300 teachers who attended a political clinic in Lansing, Michigan. The clinic was sponsored by the Lansing Schools Education Association; the state education associations of Michigan, Ohio, Indiana, Illinois, Kentucky, Missouri, and Wisconsin; and the NEA Citizenship Committee.

"It seems strange," Mr. Ford said, "that almost every lawyer considers himself a politician but teachers who spend more time than any of us telling young people how to be good citizens still question whether or not they should become involved in political action."

## NEA Paid No Money By CIA, Carr States

NEA Executive Secretary William G. Carr said this month that "the Association has been paid no money by the Central Intelligence Agency. I have no reason," he added, "to question the independence of the foundations which have made grants to the National Education Association."

Dr. Carr pointed out that NEA accounts are thoroughly audited annually and that the auditor's report is widely available to members.

Dr. Carr's comments were prompted by speculation following the recent disclosure that the U.S. National Student Association received CIA funds. The U.S. National Student Association is not an NEA-related organization.

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• • • •

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## NEA Mutual Fund

As of March 10, the NEA Mutual Fund had total assets of $7,113,000. The net asset value per share was $11.14 and the offering price was $11.37. The number of shareholders on the same date was 6,815.

For a free copy of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

TEACHER RIGHTS MONTH, 1967

BY THE BOARD OF DIRECTORS OF
THE NATIONAL EDUCATION ASSOCIATION

A PROCLAMATION

*WHEREAS,* the rights of the American teacher are a basic concern of the National Education Association; and

*WHEREAS,* in this sixth decade of the Twentieth Century, the rapidly changing pace of society, and of educational needs and fulfillments, brings more challenge and more risks; and

*WHEREAS,* the American teacher must be equipped to meet these challenges and to face these risks; and

*WHEREAS,* the NEA DuShane Fund for Teacher Rights is the major national source of defense monies to provide this strength and fortress for the education profession,

*THEREFORE, WE, THE BOARD OF DIRECTORS OF THE NATIONAL EDUCATION ASSOCIATION* hereby declare May 1967 to be

TEACHER RIGHTS MONTH

and urge every individual and association in the teaching profession to raise funds during this month to build even larger the NEA DuShane Fund for Teacher Rights.

*IN WITNESS WHEREOF,* we do today unanimously signify our assent by the signature of our chairman, 1966-67 President of the National Education Association,

Irvamae Applegate

The NEA Board of Directors passed this resolution, declaring May Teacher Rights Month, on February 11 during its meeting in Atlantic City. Each state education association in the nation has been asked to encourage local and statewide efforts during the month to raise funds for the NEA DuShane Fund for Teacher Rights. The fund provides legal and other assistance for educators whose professional rights are seriously violated or who are involved in a case that may set a legal precedent affecting other members of the profession. Contributions from individuals or groups may be sent to: NEA Division of Accounts, 1201 16th Street, N.W., Washington, D.C. 20036. Checks should be made payable to "National Education Association."

## Instructional Imperatives Are Theme For 450 at Philadelphia Conference

About 450 teachers and other educators from Delaware, New Jersey, New York, and Pennsylvania took an intensive look at today's—and tomorrow's—"Instructional Imperatives" at an NEA regional conference on instruction early this month in Philadelphia.

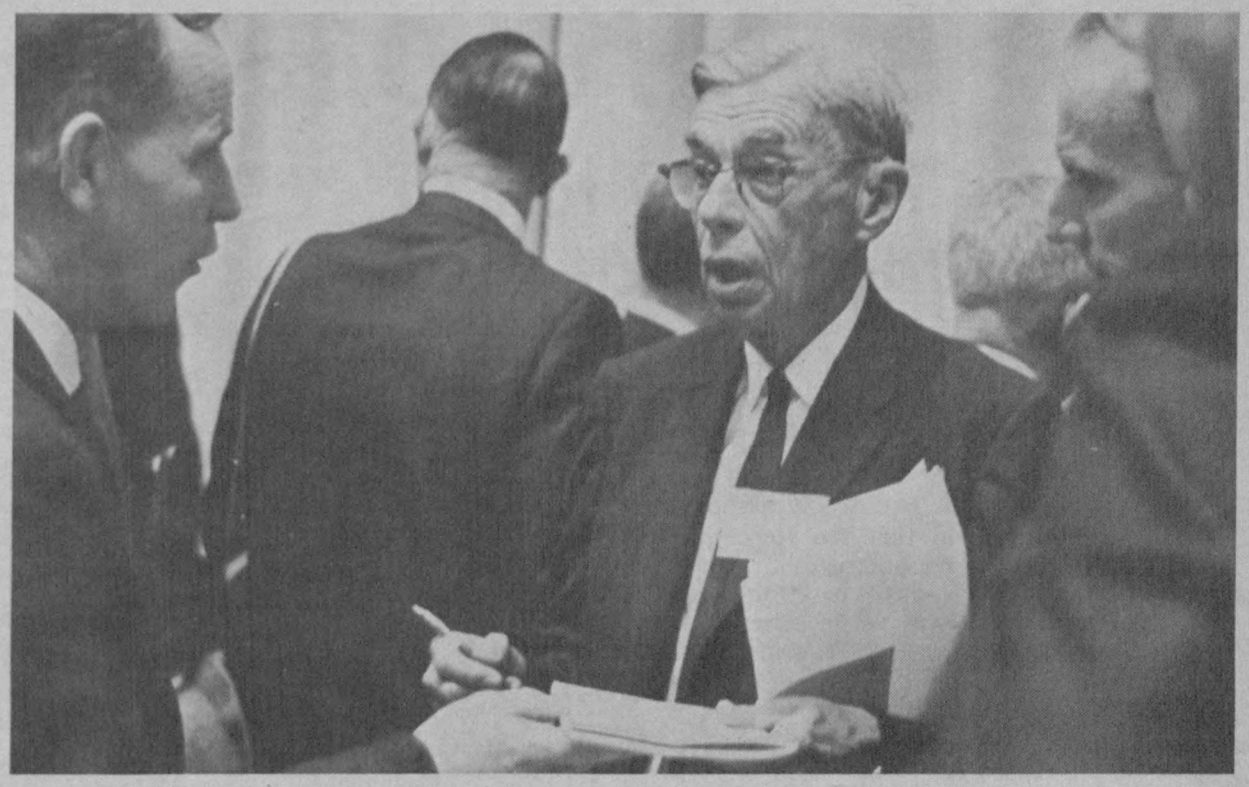
In the keynote address, Leslee J. Bishop, executive secretary of the Association for Supervision and Curriculum Development, an NEA department, called for a "moon-shot in education with suborbital flights" of short-term achievement. Dr. Bishop said that educators must become more competent in the analysis and strategy of change. "The time has come," he said, "to launch a campaign against the 'yes, but's.' "

Fred J. Brieve, director of institutional relations, Institute for Development, C. F. Kettering Foundation, said in another address that some thoughtful, rational improvements are being made in education but there are educational rigidities, there are people resisting change. He expressed encouragement at some evidence that "momistic spoon feeding" of elementary school pupils is giving way to teaching them to ask as well as answer questions.

Clara E. Cockerille, professor of education and psychology, Westminster College, New Wilmington, Pennsylvania, told conferees that in humanizing education "the essential task is to reach the home, to teach the individual child, to free the teacher to teach."

Educators must harness the tools available and use them to achieve objectives valued by our culture, Gabriel D. Ofiesh, director of the Center for Educational Technology at the Catholic University of America, Washington, D.C., said in his address. They need not fear that "the machine" will produce "median individuals."

In a telephone hook-up at one of the evening sessions, five staff members at NEA Center in Washington, D.C., described the work of their departments and answered questions directed at them by the conference participants in Philadelphia.



**Dr. Conant Looks at the American High School Once Again**

At the National Association of Secondary School Principals convention in Dallas, **James B. Conant** announced the publication of his new book, *The Comprehensive High School.* In the book, Dr. Conant says that American high schools are doing a better job teaching mathematics, science, and foreign languages than they did 10 years ago, but only a few schools have the financial resources to be highly satisfactory in all respects. English classes are better staffed than a decade ago, he reports, but the vast majority of schools still do not have sufficient guidance and counseling personnel. Dr. Conant (shown above at a Dallas press conference) also says he is surprised at the limited impact of instructional television, programed learning, and other types of new educational technology. *The Comprehensive High School* is a second report to interested citizens and refers to *The American High School Today,* which reported on a study he made in 1957. His current study was financed by NASSP, an NEA department.

# Fuller Use of Federal Aid in High Schools Asked

## U.S. Commissioner Challenges Principals At NEA Department's Annual Meeting

U.S. Commissioner of Education Harold Howe II this month challenged high school principals to make fuller use of federal programs. Speaking before more than 10,000 principals in Dallas, Mr. Howe said he was concerned because "secondary schools by and large have not taken full advantage of the newer federal programs to the same extent as the elementary schools."

He was speaking at the annual convention of the National Association of Secondary School Principals.

Mr. Howe also challenged the principals to do more for the student who is not going on to college. "I believe it is imperative," he said, "that secondary education train the majority of students to work for a living with the same care it devotes to the minority who go on to work for a baccalaureate or higher degree. For a start, I would like to see the same upheaval in the vocational and technical curriculum that NDEA has generated in the academic curriculum."

Another conference speaker, Sen. Ralph W. Yarborough (D-Texas), said that the federal government is not spending enough in education. "We spend $5 billion a year on space and that is fine," he said. "But the federal government spends less than $2 billion this year on the more than 50 million children in elementary and secondary schools and that is very, very poor."

Other speakers at the conference included Lee A. Dubridge, president of the California Institute of Technology; and Alistair Cooke, correspondent for the Manchester *Guardian.* NASSP Executive Secretary Ellsworth Tompkins reported to the convention that NASSP is in the midst of the greatest structural change in its history.

Robert L. Foose, principal of Westfield (New Jersey) Senior High School, is NASSP president this year. President-elect is Delmas F. Miller, director, University High School, West Virginia University.

**NEA * SEARCH Computer Whirs into Action**

NEA Executive Secretary **William G. Carr** (left) pushed the button March 7 that set an IBM 1401 computer to work matching the first job candidates with school positions in the new NEA service called NEA*SEARCH. **George E. Arnstein** (right), NEA*SEARCH director, announced that more than 4,000 teachers and over 120 school systems have already registered for the service.

## Button-Pushing Ceremony Launches NEA Computer-Based Job Locater

On March 7, NEA's computer-based job locater service matched its first group of teachers' applications with the requirements of a school system. NEA Executive Secretary William G. Carr pushed the button that set an IBM 1401 into action at NEA Center.

The racing keys of the computer clicked out the names, ages, qualifications, and employment preferences of a number of kindergarten teachers who filled the specifications of a New York school superintendent who had registered with the new service called NEA*SEARCH.

The first list of teachers went to Bruce Bothwell, superintendent of the North Salem, N.Y., schools.

Teachers and superintendents may apply to NEA*SEARCH by filling out a simple form. Form T for teachers appeared in the January 20 NEA REPORTER. Additional copies of it and of Form V (for superintendents wanting to fill vacancies) are available from NEA*SEARCH at NEA Center.

### *Classroom Teachers To Hold July Conference in Bemidji*

The 1967 Classroom Teachers National Conference will be held July 9-21 at Bemidji (Minnesota) State College. Participants in the two-week conference, sponsored annually by the NEA Department of Classroom Teachers, will meet with leaders in the field of education and exchange ideas and experiences with other classroom teachers from across the nation.

The college is located 222 miles north of Minneapolis, where the NEA Convention will be held July 2-7.

## Higher Enrollment Predicted Soon in Vocational Courses

At its convention in Dallas, the National Association of Secondary School Principals released its report on "Education for Work." The report predicts that the number of high school students enrolling in vocational education may triple in the near future.

Only 13 percent of students are now in such programs, according to the report, prepared by NASSP's Committee on Secondary Education. The committee said that 40 to 50 percent enrollment in vocational courses may be desirable.

The NASSP committee includes such outstanding Americans as James B. Conant, president emeritus of Harvard University, and Marion B. Folsom, director of Eastman Kodak Company and former U.S. Secretary of Health, Education, and Welfare.

A major portion of the committee's volume presents "A Report on the Current Scene in Vocational Education" by Dale C. Draper, of San Francisco State College. "The number of different jobs for which people must be prepared has been growing steadily," says Dr. Draper, "and the complexity of the jobs has grown apace."

To improve this situation, vocational education must not only involve more students but also be available for a longer portion of their school career and prepare them for more types of work, the report says.

# NEA Board of Directors Recommends

## Increase from $10 to $15 Would Start in 1968-69; Vote Set at '67 Convention

NEA members will be asked this summer to approve a $5 dues increase.

The increase from $10 a year to $15 will be presented for a vote during the NEA Convention in Minneapolis, July 2-7. The Board of Directors will be supporting Amendment No. 1, introduced in Miami Beach, except that the Board will recommend that the Representative Assembly make the increase effective for the 1968-69 school year.

The Board said it believes the one-year delay in implementation of the increase is needed in order to allow sufficient planning time by NEA and by the state associations.

To set the stage for voting on the increase at Minneapolis, the NEA Board of Directors decided to support the idea of a single $5 increase rather than a graduated or step plan of raising dues. The Board made this decision last month in Atlantic City.

The Board of Directors decided at the same time to request the withdrawal of an amendment to the NEA Bylaws that would ask for a $2 dues increase in 1967 followed by an additional $3 increase in 1970.

The Board also decided to ask supporters of another dues-increase amendment to withdraw it. That amendment would require a four-step increase, to $2 in 1967, then up $1 a year for three consecutive years.

Thus, if the Board of Directors plans are successful, delegates to the Representative Assembly in Minneapolis will vote on a single amendment asking for a one-step increase of $5 starting in 1968.

### History of NEA Dues

The first increase in NEA dues took effect in the 1945-46 school year, in the midst of the post-World War II inflationary period. Dues at that time went from $2 (as they had been for 88 years) to $3.

In 1948, another increase was approved, raising dues to $5.

Finally, in 1957, dues were raised to $10 annually.

### Factors Affecting Dues

Three major factors have brought the need for a dues increase to a head: increasing responsibilities of the organized profession in today's society, requests from members for additional NEA services, and inflationary financial pressures affecting present NEA programs.

Put together, these factors make a dues increase essential to the Association's future.

The increasing responsibilities of the organized profession follow from the expanding role of education in the nation today and tomorrow. This enlarging role is affected, for example, by such facts as these:

- New materials, machines, and methods are presented to the schools by the automation revolution with its as-yet barely perceived computerized challenges.
- Professional standards for educators are changing and becoming higher as increased specialization, higher degree requirements, and higher expectations from the community bring the need for growth and coordination.
- As the role of the federal government in education expands, teachers and their organizations face added tasks of decision-making that affects the laws that bring the support.
- New attacks on the independence of the teaching profession require fresh ef-

(See DUES INCREASE, page 6, column 3)

## Dozens of Services Added to Program In Past 15 years

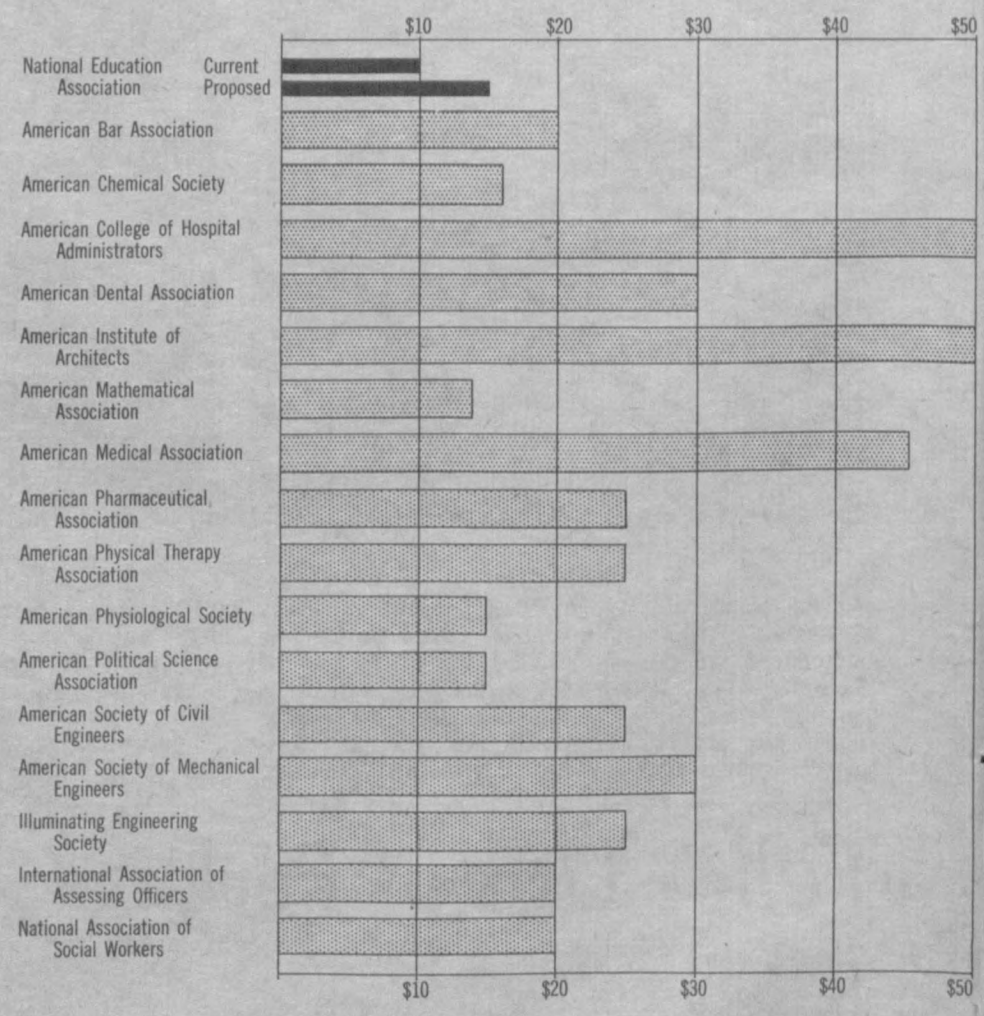
What does an NEA member get for his dues? Does a dues increase mean more services?

One way to answer this question is to look at the expansion of NEA services in recent years. Since 1952, NEA dues have increased once, from $5 to $10. What did members get from this increase?

The following list of new and improved services in the past 15 years was compiled by a committee working on the needs for a dues increase. Since 1952, NEA has added:

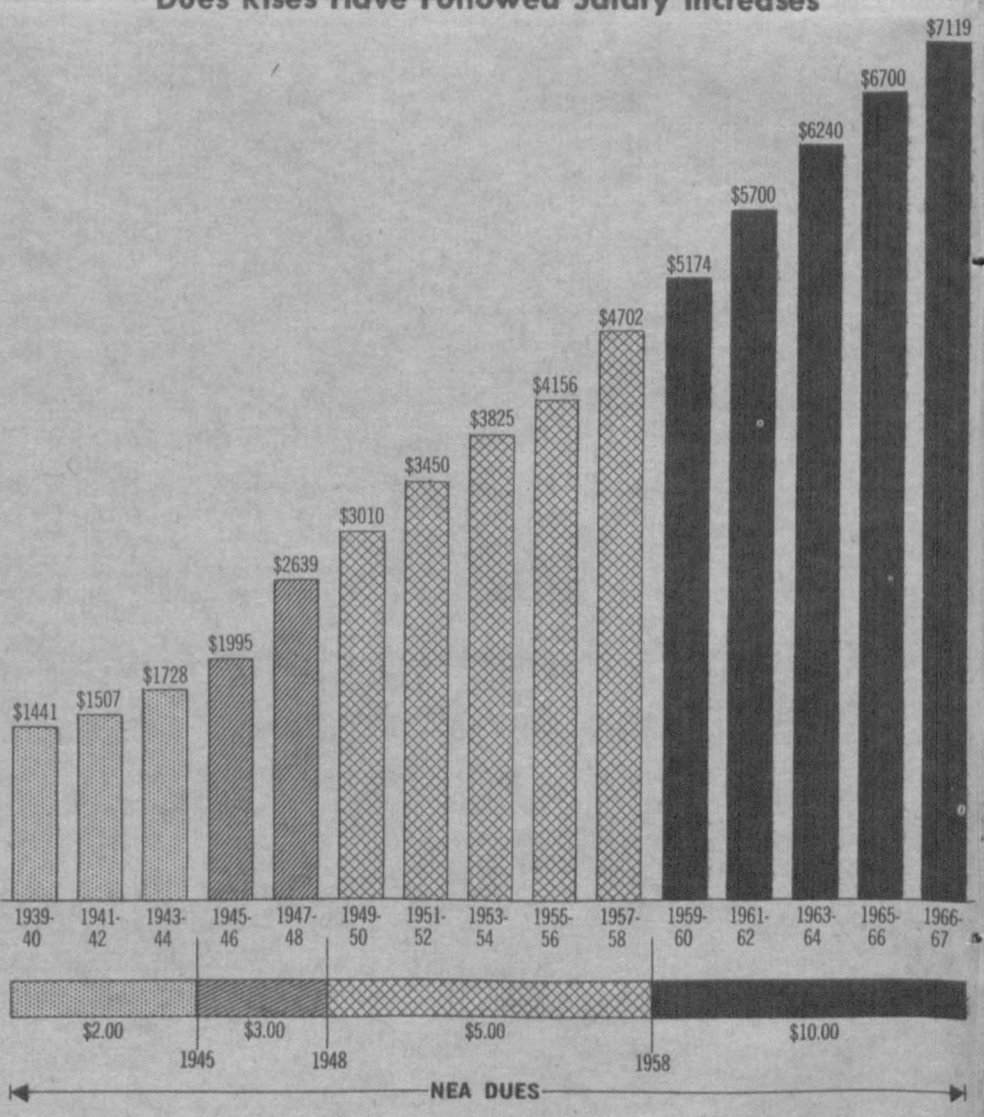
- Consultant services for local associations
- Seven regional offices
- Annual meetings of state association presidents
- A full-time, 11-man Urban Services Division
- Six urban field representatives
- Liaison with the Overseas Education Association
- Four consultants for teacher welfare and teachers' salaries
- Professional negotiation schools
- Salary schools
- The NEA Mutual Fund
- NEA life insurance
- NEA accidental death or dismemberment insurance
- A tax-sheltered annuity plan for members
- A greatly expanded program of the Department of Classroom Teachers
- The Local Recognition Program
- The Hilda Maehling Fellowships
- The Time To Teach Project
- Augmented services of the Professional Rights and Responsibilities Commission and of the Teacher Education and Professional Standards Commission
- Political action clinics
- Student NEA programs
- PR&R Committee on Human Rights
- A full-time staff for the Ethics Committee
- New joint committees with the American Textbook Publishers Institute, the Magazine Publishers Association, and the National School Boards Association
- Increased staff for lay relations
- Research Division improvements, including installation of computer processing and the development of sampling techniques for national studies
- More variety, color, and special inserts in the *NEA Journal*
- The NEA Reporter to every member of the Association
- The editorial information center in New York City
- The Education Broadcasting Service
- The annual conference on school finance
- The Pacemaker Awards
- NEA photographic services
- The Center for the Study of Instruction
- Teaching Career Month
- An increased line of award-winning NEA films and TV presentations
- Consultant services in elementary education and educational television
- A full-time Adult Education staff
- Special projects on Automation, Dropouts, Talented Pupils, and English Composition
- Regional instructional conferences throughout the nation
- The NEA Teach Corps
- The National Training Laboratories at Bethel, Maine
- Field offices for the Educational Travel Division
- The new NEA headquarters building.

### Many Professions Have Dues Higher Than NEA's




Dues for associations other than NEA are based on 1963 information.

### Dues Rises Have Followed Salary Increases




Yearly figures are median salaries paid to instructional staff.

# $5 Rise in Dues

## Extensive List of New Priorities, Broader Range of NEA Services Proposed by Advisory Committee

NEA should conduct demonstration centers for innovative practices in teaching and education.

NEA should create a center to collect and evaluate information on professional negotiation agreements.

NEA should provide training for local and state educational leaders.

NEA should promote professional practices legislation in the states.

NEA should expand the services of the Association for Higher Education, especially for junior college faculty.

NEA should develop special programs addressed to the problems of young teachers and paraprofessionals.

These are but a few of the priorities set for the Association by the Budget Advisory Committee, a special committee of the Board of Directors appointed by NEA President Irvamae Applegate. The committee reported these priorities to the Board of Directors last month.

The committee said that, in its opinion, the most realistic course has to be a strong one. "Means must be found to provide exits from a potential web of disaster.

"NEA faces serious financial problems," the committee said, "which unless resolved immediately will necessitate monumental budgetary curtailments at the very moment the demands for more and better services are greater than ever before."

The committee therefore recommended to the NEA Board that a dues increase plan be presented to the membership as soon as possible.

The members of the special committee are Nelson L. Kreuze of Michigan, David E. Schulz of Wisconsin, and John Terrey of Washington.

### Additional Priorities

In addition to proposing the NEA program expansions listed above, the committee made these priority recommendations:

- NEA should increase staff salaries to bring them in line with the rising cost of living, to make them competitive with salaries of other professional organizations, and to help attract and hold high quality manpower at NEA Center.
- NEA should disseminate information on improved practices in instruction and curriculum by means of a network of consultants available on call.
- NEA should begin a study to produce an index of teacher morale for use in places where tensions adversely affect the teaching staff.
- NEA should establish a fund to allow its regional offices and local and state affiliates to obtain services of specialists to assist them with special problems such as taxation, school finance, public relations, and representational elections.
- NEA should expand its regional salary schools.
- NEA should expand the role of its Professional Rights and Responsibilities Commission to advance the development of tenure, academic freedom, and sound personnel policies.
- NEA should initiate a program for long-range planning and organizational development.
- NEA should build up the reserves of the NEA DuShane Fund for Teacher Rights.
- NEA should expand the role of the Student NEA by extending its publications program and holding regional conferences and workshops.
- NEA should expand its *Journal* and REPORTER.
- NEA should expand its present system of internships.

In its report to the NEA Board, the committee also sounded this warning: "Current revenues are not adequate to finance programs and services of the Association." Without a dues increase, the committee said, NEA could not begin to finance the priority items that the times demand.

**NEA MEMBERS COMMENTS**

TO: Dr. Irvamae Applegate, President
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Dear Dr. Applegate:

As an NEA member, I would like to comment on the proposed $5 dues increase.

If dues are increased, I would like to see our Association use the additional funds for the following purposes:

_____

_____

_____

_____

_____

Other comments: _____

_____

My name is _____

I am a member from the state of _____

cut here and mail

# In This New Day of Opportunity Our Association Must Be Strong

*American public education today can be characterized as a massive churning of ideas, models, designs, experimentation, conflicting new theories and philosophies, and thousands of trial-and-error efforts to improve the schools. Today is also a period of restlessness and of conflicting ideas and ideals within the teaching profession—a time when the classroom teacher is demanding the right to express himself in that part of the decision-making process which affects his status and welfare.*

*I believe that this churning of ideas, this restlessness and desire to be heard on the part of teachers portends far more good than harm. Controversy, I am convinced, is the lifeblood of our free society as it expresses itself in its uniquely American fashion. This is the way change takes place in our society; this is how institutions and people renew themselves; this is how progress in education and in teaching comes about.*

*Thus, I believe that a bright new day in education lies ahead. And I am convinced that much of the responsibility for leading this new day will rest with the massive resources of the National Education Association and its 8,000 affiliated state and local associations.*

*Never in history has so much been demanded and expected of our associations. Our tasks are of Herculean proportions. Yet never before has the organized profession faced a richer opportunity to serve its members or to contribute to the growth and grand design of American education.*

*At the present NEA dues level of $10 a year we have reached the point where we can no longer keep even with rising costs. Investigations and court cases involving the rights of teachers have outgrown our resources to finance them. Our research efforts and staff assistance in the fields of teachers' salaries and economic welfare can no longer be expanded to meet the multiplying needs of a public school professional staff now totaling two million persons. Our programs in the fields of instruction and professional standards have reached the point where we have to yield leadership to other agencies and groups or find the financial resources to keep NEA out front in these all-important fields.*

*In this day of opportunity unlimited, our association cannot stand by while others act. NEA must remain strong, must become even stronger in its leadership of national educational progress. NEA's financial resources must be equal to this challenge.*

—Irvamae Applegate
1966-67 NEA President

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**After the NEA Board of Directors made its decision last month to back a $5 dues increase, a number of NEA members from across the nation were asked for their reactions. Their comments follow:**

The membership of the National Education Association has requested many services of its Association. These services cost money; therefore, I urge you (as members of NEA) to practice what you preach when you go to the legislature—"you get what you pay for"—let's pay for services we demand. Vote in 1967 to increase membership dues in the National Education Association.

—Antionette Miller, classroom teacher, Houston, Texas

Mindful of the trend of inflation and realizing the cost of providing the high quality professional services rendered by our NEA staff, we must consider increasing our financial support. I urge you to give favorable consideration to the recommendation of $15 dues, and instruct your delegates to vote for its adoption at the convention in Minneapolis.

—Wilma E. Wittman, 5th grade teacher, Orange, California

It was through the counsel of the NEA that Fayetteville teachers became an education association, established PR&R and TEPS committees, achieved a salary schedule, a dismissal policy, procedures for handling personnel problems, a policy for processing grievances and a professional negotiation agreement in the short space of two years. Without the resources of the NEA, teachers have little chance of finding the handle to their own situations.

—Margaret S. Stephan, 1st grade teacher, Fayetteville, Arkansas

The dues that a professional teacher invests in the professional organization compared to other professions may be considered a mere pittance. The aid that NEA has given to the profession has paid off in high dividends. Every teacher has benefited. When one considers increases in salaries and services, the question of an increase in dues structure is quite self-evident.

—Chris Grammaticas, superintendent of schools, West Springfield, Massachusetts

As our profession grows, the demands on the NEA are becoming greater and greater. In order to best serve our membership and to provide the necessary services needed by them, an increase from $10 to $15 is absolutely vital and necessary for the future of our great profession and association. I, for one, am willing to raise my dues in order to have continued and improved services of the NEA.

—Bob C. Lees, director of instrumental music, Tulsa, Oklahoma

Surely this nation's future depends in large part on how much progress education makes in a rapidly changing world. And just as surely this means that those of us who voluntarily chose to teach must contribute more to meet the growing demands (and here I *do not* mean just financially) to lead this critical issue to fruition.

—Edwin S. Zippe, social studies teacher and interscholastic competition coach, Greenville, Delaware

# Year of the Non-Conference Open to Entire Faculties Via Staff Development Plan

As an extension of the activities of its Year of the Non-Conference, the NEA Commission on Teacher Education and Professional Standards has initiated a program of Staff Development Study Schools. Participation in the Non-Conference Year, which has been on an individual basis, will now be possible for the entire faculty when an institution enrolls as a study school.

The idea is to help faculties consider such topics as team teaching, use of teacher aides, nongraded programs, and other ways of making more effective use of school staff.

Registrations have been received at the TEPS office from schools throughout the nation. It is expected that eventually 300 or 400 schools will be involved in the program.

Total staff enrollments are accepted by NCTEPS with the understanding that the school personnel will give careful and continued study to the Non-Conference topics and that action programs will be tried. Staff interest and follow-through are prerequisites for participation in group enrollments. The program is expected to carry over into the 1967-68 school year.

Meanwhile, five schools in Japan have been selected as demonstration centers for the Year of the Non-Conference. Three of the schools are U.S. Department of Defense dependents schools: Johnson High School, Tachikawa Elementary School, and Yamato High School. The others are the American School in Japan at Chofu-shi, and Meidai Lower Secondary School. All are in the Tokyo area.

Each of the schools is demonstrating efforts to make maximum use of professional and nonprofessional staff. Their special projects include team teaching, flexible scheduling, resource center aids, use of library aides, and use of video tape recordings for instruction and in-service education.

Information about the study schools and the programs in Japan and in 155 United States demonstration centers is available from the National TEPS Commission at NEA Center.

## FEDERAL AID . . .

(Continued from page 1)

longer-range planning of these programs."

In elementary education, Mr. Johnson proposed expansion of the Teacher Corps to some 5,500 members in fiscal 1968 (a fourfold increase over this year) and extension of the program through 1970; a five-year program of grants to states for educational planning; a five-year grant program to develop innovative projects in vocational education; establishment of regional resource centers to help meet the needs of the handicapped; and more equitable distribution of ESEA Title V funds to strengthen state departments of education.

In higher education, the President requested umbrella authority for the U.S. Office of Education to support training programs of all kinds for a wide range of education-related personnel. Current programs are limited to institutes and fellowships for specific categories of teachers, guidance counselors, supervisors, and librarians. The new authority would provide grants for additional training programs, such as workshops and seminars; administrators, specialists in all subject matter, school board members, and other personnel would be eligible for such training.

Mr. Johnson also asked for extension, this year, of programs which expire in fiscal 1968, so that appropriations committees may consider funding early in the next session.

The Educational Television Facilities Act expires this year, and Mr. Johnson proposed $20 million in federal funds to:

- Support new construction of educational TV and radio facilities
- Create a Corporation for Public Television
- Launch a major study of the value and promise of instructional TV.

Hearings on the elementary and secondary amendments started in the House March 2 and were scheduled to end March 17.

John M. Lumley, director of the NEA Division of Federal Relations, appeared before the House Education and Labor Committee on March 14 to present the Association's reaction to specific items in the Administration's bill (HR 6230).

He urged that all titles of ESEA and the impacted aid and disaster relief programs (PL 815 and 874) be extended for at least five additional years—with timely and adequate funding; that the proposed $15 million educational planning program under Title V of ESEA be administered by grants to state education agencies; that the Office of Education be forbidden to make direct contracts with profit-making organizations in the vocational education innovation program; and that vastly increased appropriations be made for education of handicapped children, but that the money *not* be taken from ESEA Title I.

## Sunny, Bayside Living for Retired Teachers

The Dade County (Florida) Classroom Teachers Association's 17-story nonprofit retirement high-rise in Miami (shown in the artist's rendition above) is at present more than one-third completed and is expected to open ahead of schedule on July 5. Retired NEA members and members of the National Retired Teachers Association are eligible to rent the nonprofit apartments, which all have such modern conveniences as air-conditioning and wall-to-wall carpeting. The CTA program also calls for recreational, social, cultural, and community activities for tenants. The high-rise will also house the Dade County CTA offices. Pat L. Tornillo, Jr., Dade County CTA executive secretary, recently invited local NEA affiliates interested in building a combined retirement apartments-association headquarters structure to write to the association for free counseling service. Inquiries about the building program and requests for information from prospective tenants should be addressed to Stanley Axlrod, CTA Economic Services, Dade County CTA, 1451 North Bayshore Drive, Miami, Florida 33132.

## DUES INCREASE . . .

(Continued from page 4)

forts by teachers through their professional associations.

- Massive new pressures on education from business interests who see the schools mainly as markets bring new responsibilities to the organized profession to ensure that new materials mean gains for school children.
- The implications of more years of learning for all Americans spell out expanded roles for educators. The public school beginning in prekindergarten and running through grade 14 is already a reality in some communities.

As these pressures—and many others—continue to grow, the organized profession must grow to meet them. A stronger NEA means that teachers will have more to say about these challenges.

The second major factor affecting NEA dues is the request for more services.

NEA today serves one million educators. These educators—classroom teachers, administrators, and various school specialists—want more from their national association. For example:

- NEA salary consultants now travel an average of 50,000 miles a year answering requests from affiliated associations that are pressing for salary gains.
- NEA professional negotiation teams are working with local and state associations throughout the nation to bring guaranteed contract benefits to all teachers.
- NEA's regional offices now cover every state of the nation; increasing needs for leadership training, assistance in representational elections, contract negotiations, and membership services put heavy burdens on these offices.
- The NEA Research Division—already the nation's best single source of information in the field of education—serves thousands of members directly each year; the information explosion in America's growing society means added requests for its services.
- Teachers' rights are being challenged to a greater extent today than ever before; NEA's Professional Rights and Responsibilities Commission must run just to keep even with today's requests for legal aid and other assistance.
- NEA's Federal Relations Division answers hundreds of members requests for information about federal programs every month; growing programs mean more requests in the future.
- NEA*SEARCH, a computer-based system for locating teaching positions and matching them with applicants, has just gotten under way.

The third factor affecting NEA dues is inflation of costs.

Estimates are that if NEA dues went up $2, inflationary costs alone would eat up the increase, *even if no more services were added to the NEA program.* This is one reason why the Board of Directors opposed a graduated increase plan: The directors knew that a $1 or $2 gain would not make an expanded program possible.

Among the items that are affected by inflationary pressures are printing costs, paper costs, salaries, and postage. Even such a seemingly small budget item as envelopes adds thousands of dollars to Association costs each year.

## NEA Film Wins Honors

*Children Without,* a half-hour film produced by NEA depicting a school system's struggle to meet the needs of slum children, has been honored by two international awards. The film was given a Diploma of Merit by the Melbourne International Film Festival of 1966 and a Diploma of Participation by the Venice International Exhibition of Cinematographic Art, 1965.

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Marion County School System |
| • Indiana State Teachers Association | Fort Wayne Community Schools |
| • Maryland State Teachers' Association | Baltimore Public Schools |
| • New Jersey Education Association | Bergen County Vocational and Technical High School |
| • New Jersey Education Association | Jersey City Public Schools |
| • New Jersey Education Association | Woodbridge Public School |
| • Ohio Education Association | Struthers Public Schools |

New Jersey Education Association spokesmen announced in mid-March that sanction action against the Matawan Regional School District was suspended until June 1, pending completion of a professional negotiation agreement. All previously disputed items, except this one, have been cleared up.

# CURRENT

## What's Going On in TV, Radio, Press, and National Magazines

### Television

*(All times are Eastern Standard)*

**"The Beautiful Blue and Red Danube," —Thursday, March 30, ABC-TV, 10 P.M.** ABC news special focuses on the affluent society on both sides of this historic geographic boundary between East and West.

**The 21st Century—Sundays, CBS-TV, 6 P.M.** *April 2*: "The Deep Frontier," explores the future of oceanography. *April 9*: "Autos, Autos, Everywhere."

**"Death of a Salesman"—Sunday, April 2, CBS-TV, 9 P.M.** Repeat of CBS-TV adaptation of Arthur Miller's classic drama, with Lee J. Cobb and Mildred Dunnock.

**"All The Way Home"—Tuesday, April 4, NBC-TV, 9 P.M.** 1963 film based on James Agee's novel and Tad Mosel's play, both Pulitzer Prize-winners.

**"National Science Test"—Tuesday April 4, CBS-TV, 10 P.M.** Viewers will learn how scientific they are in relation to everyday experiences.

**"NBC News Inquiry . . . Crossroads of Space"—Wednesday, April 5, NBC-TV, 10 P.M.** An examination of the origin, development, and present condition of the National Aeronautics and Space Administration.

**"Robert Scott and the Race to the South Pole"—Wednesday, April 5, ABC-TV, 8:30 P.M.** Capt. Scott vies with Amundsen to reach the Pole in 1911.

**"A Time for Laughter—A Look at Negro Humor in America"—Thursday, April 6, ABC-TV Stage 67, 10 P.M.** Features Harry Belafonte and leading Negro comedians.

**"Yankee Sails Across Europe"—Saturday, April 8, CBS-TV, 8:30 P.M.** National Geographic Society special with Capt. and Mrs. Irving Johnson, who sail to France, The Netherlands, Denmark, Germany, and Belgium.

**"Charlie Brown's All Stars"—Monday, April 10, CBS-TV, 8:30 P.M.** Repeat of last spring's animated baseball special.

**"The View From Europe" — Sunday, April 16, NBC-TV, 6:30 P.M.** Reports severe changes in attitudes of Europeans toward Americans.

**New York Philharmonic Young People's Concert — Wednesday, April 19, CBS-TV, 7:30 P.M.** Famous alumni return.

**Hallmark Hall of Fame: "Soldier in Love"—Wednesday, April 26, NBC-TV, 7:30 P.M.** With Jean Simmons, Claire Bloom, and Basil Rathbone. An original drama by Jerome Ross.

### Magazines

*(April issues)*

**Fortune**—"Intellectuals and the Presidency," credits educators among others as primary molders of public opinion and details current disillusionment with the nation's power structure. Also: "Why the U.S. Population *Isn't* Exploding," reveals a plunge in the nation's birthrate from three to two million per year over the past 10 years. Discusses the impact on education including reduced pressures and demand for higher standards.

**Good Housekeeping**—Features page of Ruth Marcus' "Small Wonders" cartoons on subject of report cards.

**Harper's**—Benjamin Fine says there is "still time to get into a good college," and gives details on 50,000 college openings for those applicants who may have been turned down in April by the college of their choice.

**Parents' Magazine** — "Choosing The Best in Children's Books" by Joan Potter Elwart, and "Our Happy Underachiever" by Joan Lewis.

**Redbook** — "The Teacher's Case Against Discipline" by A. S. Neill has questions and answers from his book, *Freedom, Not License.*

# Kennedy Proposes Changes in Draft Law

**Sen. Edward M. Kennedy**

## Massachusetts Senator Urges Limited College Deferments

Stating that "the professor was neither intended nor employed to be an extension of the local draft board," Sen. Edward M. Kennedy (D-Mass.) told the 22nd National Conference on Higher Education that he favored a system under which attendance at college would be only a postponement of the military obligation.

The conference, sponsored by the Association for Higher Education, an NEA department, was held in Chicago March 5-8.

Senator Kennedy said he opposed the suggestion by the President's Commission that students begin service after their sophomore year of college. "Those who wish to attend college should be permitted to do so," he said, "and we could allow them to continue their college years knowing that no further deferments would be permitted."

Senator Kennedy outlined a five-point set of principles which he favors for the draft: (a) "The present order of call would be reversed to induct the 19-year-old before others"; (b) "the present system of state quotas would be eliminated in favor of a national system"; (c) "most of the present reasons for deferment would be eliminated"; (d) "the mental and physical qualifications for military service would be revised [downward]"; and (e) "a system of random selection" would replace the present mechanism for selection of draftees.

Another speaker at the conference was Jesse M. Unruh, speaker of the California Assembly. Mr. Unruh said that the administration of California Governor Ronald Reagan "is attempting to justify tuition as a punishment for student activists" at the University of California. He added that he is "implacably opposed to this administration's attempt to impose tuition through the device of a budget cut, and I resent its effort to sell this proposal through an appeal to an incipient distrust of higher education."

Mr. Unruh said the implications of California's tuition struggle go well beyond the borders of that state. He urged professors throughout the nation to become involved in politics, so there may be a "broad, continuing, mutual discussion between scholars and politicians."

## NEA Classroom Teachers Join with National PTA On Unesco Study Project

A study outline of UNESCO, designed to inform teachers and parents of the objectives and programs of the organization, has been completed as a result of a joint project of the National Congress of Parents and Teachers and the NEA Department of Classroom Teachers. A bibliography along with the outline suggests resource materials for use in discussion groups.

The outline was printed in the January issue of the NCPT national bulletin. A copy of the outline was also sent to every local NEA affiliate in January. Additional copies are available free in limited quantities from the NEA Department of Classroom Teachers at NEA Center.

## Elementary Educators Plan Regional Meeting

The first regional workshop of the NEA Department of Elementary-Kindergarten-Nursery Education will be held April 1 at NEA Center for about 200 participants in the Washington metropolitan area. Workshop consultant will be Margaret S. Woods, lecturer on creative education, Seattle Pacific College.

Workshop activities on the theme "Language Arts Can Be Creative" will include individual participation, demonstrations with children, group discussions, and lectures by the workshop consultant.

Registration information is available from EKNE at NEA Center.

## Convention Information Will Be Mailed in April

Delegate information and temporary credential cards for the Minneapolis NEA Convention will be mailed early next month to each state education association executive secretary and to each president of a local association that is entitled to delegates to the Representative Assembly.

The NEA Records Division estimates that most recipients will have these materials by mid-April.

## Computer Prints Research

*Estimates of School Statistics, 1966-67* has become the first NEA Research Division publication containing tables reproduced from copy printed by the Division's new IBM 1130 computer. The computer process enables the Division to shorten the time required to get important information to those who need it.

## University of Georgia Wins Award for Teacher Education

The American Association of Colleges for Teacher Education has presented the University of Georgia its top 1967 Distinguished Award for Excellence in Teacher Education. The award, announced at AACTE's 19th annual meeting in Chicago last month, was for the university's "development and implementation of an in-service program in mathematics for elementary teachers."

Other recipients of distinguished achievement awards were Oregon College of Education; Brooklyn College of the City University of New York; the University of Alaska; and the University of Arizona.

Special recognition in the competition was given to Ball State University, Muncie, Indiana; Concordia Teachers College, River Forest, Illinois; Glassboro (New Jersey) State College; Idaho State University; and Trenton (New Jersey) State College.

Speakers at the conference, attended by more than 1,475 educators, included the Rev. Charles F. Donovan, S.J., academic vice-president, Boston College, Chestnut Hill, Massachusetts, who delivered the eighth Charles W. Hunt Lecture on "Tradition and Innovation in Teacher Education"; Harold Taylor, former president of Sarah Lawrence College, who presented findings of his year-long AACTE study on "The Preparation of American Teachers in the Field of World Affairs"; and Edward Weeks, former editor of *Atlantic Monthly*, who discussed "A Creed for Americans."

## Automation Project Continues

The NEA Project on the Educational Implications of Automation continues to be a focal point for inquiries and services relating to automation, Virgil M. Rogers, project director, said recently in reporting on the past year's activities. The project, launched in 1961, has been extended several times by additional grants.

There is a continuing demand, he said, for consultant services, speakers, and publications on automation. Last summer a representative of the project served as a witness on the education panel before a subcommittee of the Joint Economic Committee that is surveying the state of technology in education.

Dr. Rogers also noted that a by-product of the Automation Project is now operational—NEA*SEARCH, the new computer-based locater service to match teachers with jobs.

**At a Semiannual Field Staff Thinkfest**

Twice each year, staff members from NEA's regional offices throughout the nation gather at NEA Center to examine such topics as professional negotiation, internal staff relations, membership promotion, leadership training, and public relations. Representatives of NEA departments and divisions trade ideas with the field staff in give-and-take sessions. Above, at one of the sessions, are (left to right) **Ronald O. Daly,** NEA salary consultant; **F. L. Johnson,** professional services coordinator, Department of Classroom Teachers; and **Cyril R. Mill,** National Training Labs.

# *Lambert Named To Succeed Carr . . .*

**(Continued from page 1)**

sex education, homework, class size, and ability grouping.

A former teacher of mathematics and social studies in Bluefield, West Virginia, who went on to spend most of his career in educational administration, Dr. Lambert has spelled out in many speeches and articles his commitment to the teacher-in-the-classroom and his faith in the "new breed" of teacher.

In a widely discussed 1963 *NEA Journal* article, he coined the phrase "Angry Young Men in Teaching" and demanded a better break for the male teacher who, he said, is "fed up with working nights, weekends, and holidays trying to make ends meet on a teacher's salary."

### NEA's Mission

He believes NEA's primary mission is to enable teachers of both sexes to assume their rightful roles in American society as solidly prepared, properly compensated, influential careerists—a conviction he outlined in the December 1966 issue of the *NEA Journal.*

Predicting that NEA in years to come would be an increasingly "action-oriented" organization, he wrote that the Association will be "even more militant in protecting the rights of teachers and far more aggressive in campaigns for improved salaries and other economic benefits; it will have a greater social consciousness and a willingness to tackle almost anything that is basically wrong in education."

He declared, however, that in carrying out these goals "NEA will use the channels and procedures of a profession, not those of a union."

As part of his personal preparation for the new post which he will take over in August, Dr. Lambert plans to take at least one month to visit and talk with teachers, principals, and superintendents of schools in every part of the country.

"I want to use this as a firsthand refresher course," he says, "on what's going on in schools and what the problems of typical teachers really are."

Something that has been on his mind for a number of years and which he considers one of the things "basically wrong" in education has been its financing. Back in 1958, when total educational expenditures were about $14 billion per year, Dr. Lambert was saying they would have to double by 1970. His prophecy has already come true. This year, total estimated expenditures for education will be almost $28 billion, and the figure is rising by $1.6 billion per year.

In public and private talks and in testimony before U.S. Congressional committees, Dr. Lambert has frequently pointed out that education is such a good investment in economic growth and national welfare that people ought to be buying a much better brand of it. And as a corollary to this proposition, he says the public ought to be getting a better return out of what is being spent.

Still considering education's economic balance sheet, he is far from convinced that every child should be forced to spend 12 years in school "moving from his ABC's to Chaucer" just because "that's the way we've always done it." He thinks that perhaps as many as 20 percent of today's youngsters could complete school in 10 or 11 years, thus providing some economies in school financing.

### Shirtsleeves Worker

A rugged six-footer who likes to work in shirtsleeves, Dr. Lambert illustrates his points with homely pungency. Pointing out that excellence in education must depend on how Americans choose to allot their money, he is apt to recall that in his modest Washington, D.C., neighborhood, every family has two cars and some have three—"one for father, one for mother, and one for junior to drive six blocks to school." In fact, says Dr. Lambert, there are so many cars in his block you can't find a parking space after 6 P.M.

His wit, however, can be barbed. He notes that the national bill for education averages out to something like 58 cents per pupil per hour—about the same as the going rate for baby-sitting.

For 58 cents, he says, the educational establishment is providing "a safe and reasonably comfortable building, all furniture, all utilities, a low-cost lunch, two-way transportation for those who need it, and a fairly good grade of entertainment with spectaculars on weekends." Anything the child learns, he comments wryly, could be considered just a "residual benefit."

Dr. Lambert received his bachelor's and master's degrees from West Virginia University in Morgantown, working his way through in the early years by carrying newspapers, a job in those depression days eagerly sought by college students and even men in their 20's and 30's. He earned his doctor's degree at George Washington University in Washington, D.C.

Before joining the NEA staff, he directed research and school planning for the West Virginia State Department of Education and later served as director of research and public relations for the West Virginia Education Association. During World War II, he spent two years on the War Savings program of the U.S. Treasury, where one of his jobs was to serve as financial correspondent for West Virginia newspapers.

### West Virginia Family

He was born in Canebrake, West Virginia, but spent most of his early life in Bluefield, where his father was a merchant and for a time assistant tax commissioner of the state. Both of his sisters teach mathematics, one in Virginia, one in West Virginia; his brother, a businessman, is mayor of Bluefield.

He and his wife, Juanita, have two daughters—Mrs. Jack Palmer, whose husband is a statistician with Union Carbide in Charleston, West Virginia, where they live with two small sons; and Rebecca, a 16-year-old high school junior.

NEA's Charter, established by a special act of Congress in 1906, gives to the NEA Board of Trustees the responsibility for naming the executive secretary.

Members of the committee which conducted the search for a new NEA executive secretary, in addition to Chairman Essex, were: Helen Bain, speech and English teacher, Cohn High School, Nashville, Tennessee; Mabel M. McKelvey, social studies teacher, Berlin Junior High School, Berlin, New Hampshire; Dix W. Price, executive secretary and general counsel, Arizona Education Association, Phoenix; and G. Baker Thompson, superintendent of Delaware County Schools, Media, Pennsylvania.

# NAMES IN THE NEWS

The NEA and AASA Executive Committees at their February meeting appointed the following three members to the Educational Policies Commission: **Byron W. Hansford,** Colorado state commissioner of education, Denver; **James A. Hazlett,** superintendent of schools, Kansas City, Missouri; and **Hale Aarnes,** North Dakota State University, Fargo. . . . **Stanley Upchurch,** president of the Oklahoma Education Association, died March 1. Mr. Upchurch was a science teacher in the Norman (Okla.) High School. . . . Recently elected 1967-68 officers of the NEA Department of Educational Technology are president, **Wesley C. Meierhenry,** assistant dean and professor, Teachers College, University of Nebraska, Lincoln; president-elect, **John P. Vergis,** professor of education, Arizona State University, Tempe; and vice-president, **June Dilworth,** director of school broadcasting, University of Washington, Seattle. . . . **Lawrence P. Sorensen** is a new regional representative of the NEA Division of Urban Services. Mr. Sorensen will be working out of the Midwest office with special assignment to the Oak Brook office of the Illinois Education Association. . . . Newly elected officers of the NEA Department of Elementary School Principals are president-elect, **Ruth Crossfield,** Hyde Elementary School, Wichita, Kansas; and vice-president, **William H. Forsbert,** Sunny Hollow School, Minneapolis, Minnesota. . . . The district administration building of the Champaign (Illinois) Community School District Unit 4, through action adopted by the board of education, has been named the **E. H. Mellon** Administration Building. Mr. Mellon, superintendent of the Champaign community district for 24 years, is an NEA state director. . . . **Genevieve Spence Blew,** supervisor of instruction of foreign languages for the Maryland State Board of Education, died December 18 in Washington, D.C. Mrs. Blew was a former chairman of the board of directors of the NEA Department of Foreign Languages. . . . On January 1 **Richard L. Morgan,** associate legal counsel for the National Commission on Professional Rights and Responsibilities since 1959, became executive secretary of the Classroom Teachers Department of the Florida Education Association, Tallahassee, and assistant executive secretary of FEA. . . . Joining the NEA staff as legal counsel for the PR&R Commission is **Darrell G. Renstrom,** Utah attorney, who served for eight years as chief deputy prosecuting attorney for Weaver County, Utah. . . . **Kenneth H. Hansen,** coordinator of the NEA development project, has been named director of educational programing and development for the Education Commission of the States, in Denver, Colorado, to take over at the conclusion of the NEA project. . . . **Martha L. Ware,** assistant director, NEA Research Division, is now assistant director of NEA's Special Services Division. . . . In mid-January **Robert R. Asnard,** who had been director of research for the California Teachers Association, Southern Section, became assistant director of the NEA Research Division. Also recently appointed assistant directors of the Research Division are **Frieda S. Shapiro,** formerly research associate for the Division, and **Alton B. Sheridan,** executive officer, Department of Education, Western Reserve University, Cleveland. . . . **Mary Condon Gereau,** NEA Division of Federal Relations, returned recently from a tour of the U.S. dependents schools in Latin America as a consultant to a committee headed by former Rep. Carlton R. Sickles (D-Md.).

## Drive Launched To Build Up Rights Fund (See p. 4)


# NEA REPORTER

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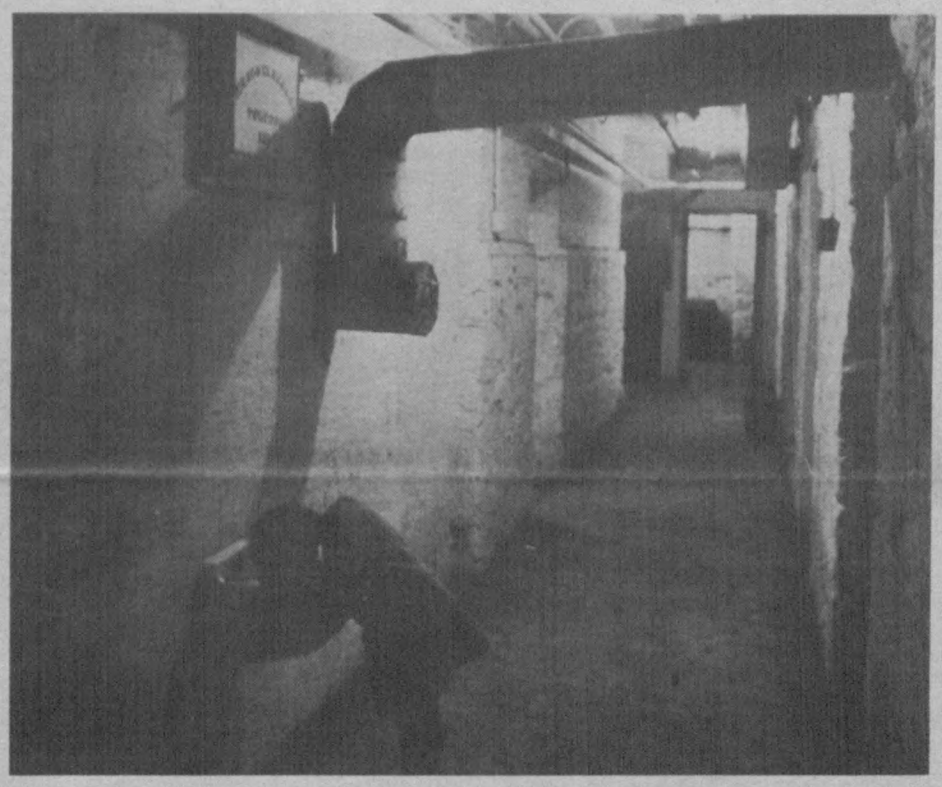
# NEA Membership Tops One Million



**The Inadequacies of the Slum Schools**

If Baltimore does not provide the money and creativity necessary to make the schools able to meet the needs of the children, the city will pay the price in social consequences and wasted human lives, an NEA report issued this month declares. The report attacks the continued use of obsolete schools, such as the one seen above.

George de Vincent photo

## Baltimore Inner-City School Decay Called 'Dangerous' by NEA Report

Fifty years of failure to halt school decay—especially in the inner city—has produced dangerous conditions in the schools of Baltimore, and unless this pattern is broken these conditions will worsen.

This is the gist of an NEA report issued this month following an investigation of the Baltimore schools. The investigation, made by a committee appointed by the NEA Professional Rights and Responsibilities Commission, was requested by the Baltimore School Teachers Association and the Maryland State Teachers Association. Both associations invoked sanctions against the city last year in an effort to halt educational decline. The sanctions remain in effect.

The report says that the investigating committee "found in Baltimore City teachers underpaid, buildings underequipped and undermaintained, the schools understaffed, and the school system underfinanced by the city."

Most of the city's school problems, the report says, have their roots in the slums, which are mainly Negro. The

(See BALTIMORE, page 6, column 2)

## *Denver Teachers Give Union Solid Trouncing*

The Denver (Colorado) Classroom Teachers Association, an NEA affiliate, won a major victory recently by defeating the local chapter of the American Federation of Teachers with a 1,000-vote plurality in a teacher representation election.

The vote for the Denver CTA was 2,361 as against 1,355 for the union. A total of 81 "neither" votes was registered.

The Denver association was one of the first of its size in the nation to win major gains for teachers via professional negotiation.

## 1,022,798 Join Association By April 6, a 43,803 Gain

More than one million educators are now members of NEA.

The one-million mark was topped last month, according to the NEA Division of Affiliates and Membership. As of April 6, membership stood at 1,022,798, an increase of 43,803 over the same date last year.

Membership on May 31, 1966, was 986,113. The gains this year mark the ninth consecutive year of substantial membership growth. The June issue of the NEA REPORTER will carry the 1966-67 final membership figures, including state-by-state membership totals.

NEA Executive Secretary William G. Carr, who is retiring August 1, said he is "very proud" that the one-million mark has been reached during his term as executive secretary. "NEA membership reached the first half million at the end of my first year as secretary—1952—and now the second half million comes in my last year in the post," he noted.

"We pinned an orchid on the 500,000th member in 1953 at the Representative Assembly in Miami Beach," Dr. Carr pointed out. "I hope we shall honor the millionth this year in Minneapolis."

**The millionth member has been identified by the NEA Division of Records as Donald Harris, a first-year junior high school teacher of physical education, science, and emotionally handicapped children in Corona, California. The 500,000th member is Mrs. Eloise Pendarvis of North Augusta, South Carolina. Both will be invited to NEA Center for recognition late this month and to the Representative Assembly in Minneapolis.**

John H. Starie, director of the NEA Division of Affiliates and Membership, said that "a million members prove the vitality of the united teaching profession. They demonstrate that teachers want to move ahead in this new day that opens before us. They indicate that we are fast approaching the day when unification of membership will be complete."

Mr. Starie pointed out that it took the Association 96 years to enroll the first half million members, but only 14 years to enroll the second. He added that the achievement of a membership exceeding one million was made possible by the voluntary activity of many people—membership committees and

(See MEMBERSHIP, page 2, column 2)

## *NEA Task Force Urges Massive Federal Aid Rise*

A special NEA task force has called for massive increases in federal aid to provide qualified teachers for every classroom in the nation. The task force, appointed April 2 by William H. Hebert, chairman of the NEA Legislative Commission, will study existing federal grant programs and prepare specific recommendations for consideration by the 90th Congress.

Mr. Hebert said that recent federal programs, such as the Elementary and Secondary Education Act, have shown the value of federal assistance in meeting special areas of national concern, such as the plight of educationally disadvantaged youth. "Categorical aids to meet special needs," he said, "have stimulated the development of many excellent educational programs. But now Congress should turn its attention to the great mass of average students.

"The needs of every boy and girl in the nation's schools," Mr. Hebert continued, "will be served only if federal assistance becomes available to enable the local-state-national partnership to provide salaries that will attract and retain talented persons to teach in our schools; reduce class size to individualize instruction; and provide auxiliary personnel to relieve the overburdened teacher from demeaning,

(See TASK FORCE, page 6, column 1)

**NEA*SEARCH**

**A teacher application form for NEA*SEARCH, the Association's computer-based teacher job locater, appears on pages 7 and 8.**

# Facilitation of Change Seen As New Goal of Education For Man in Modern World

"We are . . . faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning," Carl R. Rogers, resident fellow, Western Behavioral Sciences Institute, La Jolla, California, told conferees at the annual meeting of the Association for Supervision and Curriculum Development. More than 5,200 educators attended the convention of the NEA department March 12-16 in Dallas.

"The only man who is educated," Dr. Rogers continued, "is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world."

Predicting that the combined efforts of the federal government and large industries will effect a major revolution in the way educating is done in this country, J. Harlan Shores, professor of elementary education, College of Education, University of Illinois, Urbana, in an address to the ASCD Board of Directors, called for a counterpart in education to the National Science Foundation to support basic research.

"Big business," he said, "will turn its best brains to the solution of education problems. . . . Hopefully the major industrial concerns will lean heavily on educators for objectives, content, and methodology."

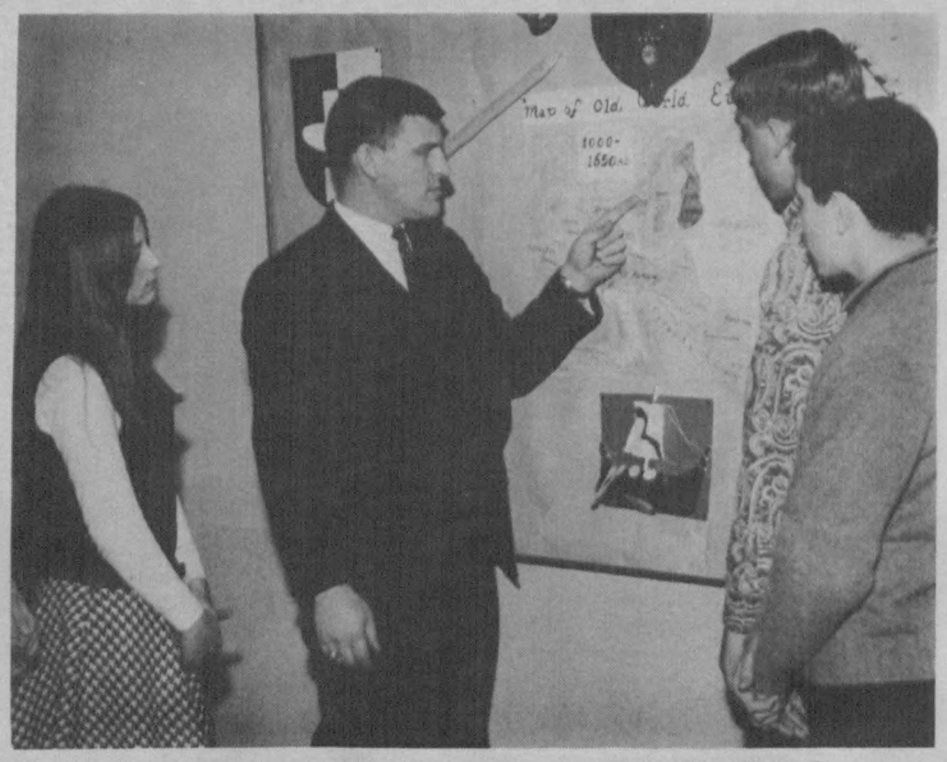
Dr. Shores, ASCD president-elect, continued: "We can also take a stand on how federal funds are spent. A benchmark here might be insistence that educators have a major voice in how federal monies are spent for education. Some research and development monies must go . . . to education for research about how to educate."

## NEA Establishes Unit To Study Negotiation Pacts

NEA has established a negotiation research unit within its Research Division. The new unit will collect, store, and analyze negotiation agreements and contracts between boards of education and professional staff members, will survey negotiation procedures and practices, and will compile decisions of judicial and quasi-judicial bodies relative to group procedures in staff-school board relationships.

This comprehensive research will be made available through the Research Division's new monthly publication, *Negotiation Research Digest,* the first issue of which has just been published, with a second to follow in May. Regular subscriptions for 10 issues annually will start as of September.

Subscriptions to the *Digest* are available at reduced rates to NEA members and to affiliated organizations. For information, write to the NEA Research Division at NEA Center.



**Recipient of Classroom Teacher World Affairs Fellowship**

First recipient of the Hilda Maehling Fellowship in World Affairs, **Edward Lockman** (above), a social studies and reading teacher in Central Junior High School in Parsippany, New Jersey, studies a map with his pupils. Mr. Lockman will use the grant, awarded by the NEA Department of Classroom Teachers, to write a primer which will attempt to develop an understanding of the peoples of the world among early elementary pupils. Mr. Lockman, who terms his project "UNESCO Primer," said he first saw the need as he worked with junior high pupils and noticed among them little understanding of world affairs. He said he traced the problem to a lack of materials in the primary grades.

Recipients of the regular Hilda Maehling Fellowships are Norma Munson, biology teacher at Libertyville (Illinois) High School, to study the possibility of correlation between low sugar content in the blood and the behavior of pupils; Marguerite Wisecup, teacher of communication skills in the St. Vrain Public Schools, Longmont, Colorado, to develop a program to improve listening skills; Patrick King, teacher of reading in the San Francisco Public Schools, to promote a vote for unified dues among teachers in the San Francisco Teachers Association, the California Teachers Association, and the NEA; Velma Disbrow, librarian and audio-visual aids coordinator at Magee Junior High School in Tucson, Arizona, to produce self-instruction films on how to operate audio-visual equipment and on routine matters concerning use of the library; and Lawrence Coulon, teacher of social studies in a Webster Groves, Missouri, junior high school, to write a brochure and produce a filmstrip which will show how Webster Groves teachers, the board of education, and the public have worked together successfully.

## Women Deans Back Open Support For Education and Student Groups

Encouragement of "open support, private and governmental, to student organizations and other educational groups for programs which increase international understanding through travel and exchange of ideas" was expressed by a resolution passed by the National Association of Women Deans and Counselors at its convention in Dallas in March. NAWDC is a department of the NEA.

NAWDC, the resolution stated, "fully affirms the integrity of purpose of students, educational groups, and agencies of the Government"; and that "the freedom of voluntary associations to participate in programs of world understanding and exchange of ideas is a strength of a democratic society."

### Conference Speakers

Among the speakers at the five-day conference were Esther Lloyd-Jones, author, lecturer, professor emerita, Teachers College, Columbia University; Jessie Bernard, sociologist, lecturer, author; Patricia A. Thrash, dean of women and associate professor of education, Northwestern University; and Joseph W. Fordyce, president, Santa Fe Junior College.

On the closing day of the conference Miriam Shelden, dean of women of the University of Illinois at Champaign, was installed as NAWDC president. Dr. Shelden succeeds Martha Peterson, university dean for student affairs, University of Wisconsin, Madison.

About 1,000 attended the Dallas conference.

### *Membership Tops Million...*

(Continued from page 1, column 4)

building representatives in thousands of schools and local associations, the NEA Directors, and the staff members of state associations who collect and transmit these enrollments.

"We are grateful to them and to the faith which our members have shown in the Association," he said.

Mr. Starie predicted that NEA would enroll another half million members by 1970 "when we shall have a unified profession in most of the states and have largely closed the gap between membership in NEA and in the state associations."

Ivan A. Booker, NEA membership director from 1958 to 1966, was among the guests at an open house sponsored by the NEA Division of Affiliates and Membership to celebrate the membership record. Among the materials on display at the open house was an 1895 report by NEA Executive Secretary Irwin Shepard which showed a 10-year average membership of 4,905 persons.

## Nelson Rockefeller Receives Award From NEA Art Education Department

New York Gov. Nelson A. Rockefeller received a Distinguished Service Award from the National Art Education Association during its biennial conference in San Francisco in March. The award is given to persons outside the education profession who have made an outstanding contribution to the arts.

More than 2,000 attended the six-day conference, developed around the theme, "The Challenge of Change."

The NEA department named Manuel Barkan, professor of art education in the School of Art, Ohio State University at Columbus, as Art Educator of the Year. This award goes to persons who have made significant contributions to art education on a national level and who have been active in the work of the department.

In his address accepting the award, Dr. Barkan called attention to the increasing pressures in the elementary schools, which, he said, "are forcing more time and attention to be given to the improvement of teaching in many subject matter fields, too often, however, at the expense of the teaching of art."

Speaking of the increasing pressures on the size and quality of enrollment in secondary school art classes, he said that "although it is true that there is a greater number of secondary school students who are taking art courses, . . . a significantly smaller percentage of secondary school students are studying art now than was the case several years ago."

Francean Meredith, assistant examiner, Educational Testing Service, Princeton, New Jersey, reported on the committee set up in 1965 by the ETS for a National Assessment of Educational Progress in Art. The committee has formulated objectives and is developing instruments to measure the objectives, she said. The actual assessment, she said, will take place some time in 1968.

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# NEA Report Hits Detroit School Conditions

**NEA Issues "The Negro American in Paperback"**

NEA has published one of the most comprehensive and significant compilations of paperback books on the past, present, and future of the nation's Negro citizen. Published by the Committee on Civil and Human Rights of Educators of the NEA's National Commission on Professional Rights and Responsibilities, the annotated bibliography was developed by three staff members of the District of Columbia Public Schools and edited under the supervision of NEA's Publications Division. Titled "The Negro American in Paperback," it is intended primarily as a guide and reference for secondary school teachers and students, but will be useful to students, educators, and laymen on all levels. NEA Executive Secretary-Designate **Sam M. Lambert** (above) examines a copy of the new book with the committee who selected the titles to be included. Left to right are **Mollie L. Berch** and **Elaine C. Brooks,** both education specialists with the Department of History of the D.C. Public Schools; Dr. Lambert; and **Joseph E. Penn,** supervising director of the D.C. Public Schools. (Single copy 35¢, Stock No. 381-11796, from NEA Publication Sales Section, NEA Center.)

## Racial, Economic Segregation Seen At Heart of Ills

NEA this month issued a special report highly critical of Detroit's public schools. The report says that racial and economic segregation have been basic strands in an unfortunate web of circumstances that has enmeshed the city's schools.

Made by a committee named by the NEA Professional Rights and Responsibilities Commission at the request of the Detroit Education Association, the report decries Detroit's overcrowded classrooms, split sessions in many high schools, high rates of student dropout and truancy in depressed areas, extensive use of emergency substitute teachers, and excessive teacher turnover.

The report places much of the blame for present conditions on the school administration, which, the report says, "appears to suffer from a credibility gap between its promises and the progress it has made toward equalization of educational opportunities, between the apparent interest it has evinced in consulting with citizens' groups on education issues and the disinclination it has shown to implement their recommendations."

But the report points out that no single agency can solve the "problems of economic, educational, social, and political inequality that are so explosively concentrated in the big city." Thus the report's recommendations are addressed to "the interrelationship of the school system and other public agencies as jointly responsible for the existing conditions."

Among the recommendations are these:

- That the school board and administration make every effort to locate and utilize all sources of state and federal funding
- That state laws be passed making allowance for urban problems and providing money to meet Detroit's needs
- That increased effort be made to provide and train teachers to work with children in disadvantaged areas
- That the city take advantage of the federal Demonstration Cities Program to reduce educational and social disadvantages of its citizens
- That the public schools take the lead in acting to reduce *de facto* segregation of students.

## Standardized Education Will Not Serve Leisure Needs, Corey Tells NEA Health and Physical Education Group

"The present pressure to mechanize and standardize education must be stoutly opposed, if for no other reason, because it will not serve the critical need of expanded leisure in tomorrow's world," Arthur F. Corey, executive secretary of the California Teachers Association, told the more than 4,000 participants attending the annual conference of the American Association for Health, Physical Education, and Recreation. The conference of the NEA department was held March 10 through 14 in Las Vegas, Nevada.

"Education for leisure," Dr. Corey said, "must permeate the whole educational activity and will be a by-product of a total program which gives children and youth the opportunity to experience growth of the total personality including the intellect, the emotions, and aesthetic appreciation."

Dr. Corey concluded: "My plea is that we throw our vision and influence into developing a kind of education which will result in tomorrow's old men and middle-aged women finding within themselves the inner resources and being so busy in self-fulfillment that they will not need our help."

Speaking on "Democracy in Public Health Education," Russell P. Sherwin, M.D., Hastings associate professor of pathology, School of Medicine, University of Southern California, Los Angeles, said that "just as the citizen is the ultimate authority for the laws of the land and the protector of certain inalienable rights, so is this same citizen the ultimate authority for the individual and the common health of the nation." The physician, Dr. Sherwin continued, like the congressman, is an advisor only; "it is the citizen's and the patient's will that is to be carried out. These are awesome responsibilities for the citizen but they are democratic ones. . . . We have entered a new age, that of recognizing this responsibility."

He also emphasized that "more lives will be saved and more suffering alleviated by the prevention of disease than by any other means—thus the health educator is now inheriting the major responsibility, for in this area he becomes the most important doctor of all."

## Major Educational Revolution Yet To Come, Stinnett Predicts

"The main wave of the educational revolution is yet to come," and tomorrow's teacher "is going to be a director of learning instead of a ladler of facts or alleged facts," T. M. Stinnett, former NEA assistant executive secretary for professional development and welfare, said in an address in San Marcos, Texas, to 1,800 educators and laymen. The address, launching national observance of Teaching Career Month during April, was the First Annual Chair of Criticism Lecture, a series established in Dr. Stinnett's honor last year.

Outlining the past and present state of education and predicting massive overhauling in the foreseeable future, Dr. Stinnett, presently a visiting professor at Texas A&M, also told the audience that "education for the future must be humanistic and humanizing."

Predicting "golden years ahead . . . especially for education and teachers," Dr. Stinnett warned against "conformism, timidity, and inflexibility." He pointed out that "teachers are already the largest single, specialized occupational group in our society," and that "soon they will be among the most influential voter group." This vast, untapped reservoir of educators must take the lead in their profession as well as in the social, economic, and political fabric of the nation, he said.

President Lyndon B. Johnson, in a telegram read at the San Marcos ceremonies, called Teaching Career Month "an occasion for the expression of the nation's gratitude to our wonderfully capable and dedicated teachers. . . . We know that to sustain America's greatness, we must attract the most talented people to the teaching profession."

## April 29 Assemblies Review, Plan Action for Non-Conference Year

More than 20,000 educators and laymen will assemble on April 29 in 100 centers in cities from Maine to Tokyo to review Non-Conference Year activities and to plan action programs for the future. Theme of the assemblies is "The Teacher and His Staff." The Year of the Non-Conference is being sponsored by NEA's National Commission on Teacher Education and Professional Standards.

The simultaneous meetings in the 100 cities are designed to provide nationwide emphasis and visibility to efforts to make the job of the teacher more manageable and to make teaching more attractive to talented people.

Each of the centers will feature a sound tape and a film, "The Quiet Revolution," provided by NCTEPS for the programs.

## Cleveland Schools Win 1967 Library Award

The Cleveland, Ohio, public school system was named first-place winner last month in the 1967 Encyclopaedia Britannica School Library Awards competition. Second place honors went to the East Baton Rouge (Louisiana) Parish Schools, and third place to Cherry Creek School District No. 5, Englewood, Colorado.

The award program is administered with the advisory assistance of the American Association of School Librarians, a division of the American Library Association and a department of the NEA. An AASL committee screens state entries and nominates the ten finalists. From this group, three are chosen to receive top cash awards of $2,500, $1,500, and $1,000 during National Library Week, April 16-22.

# Association Opens Nationwide Drive To Build Up Fund for Teacher Rights

## NEA Directors Select May As 'Teacher Rights Month'

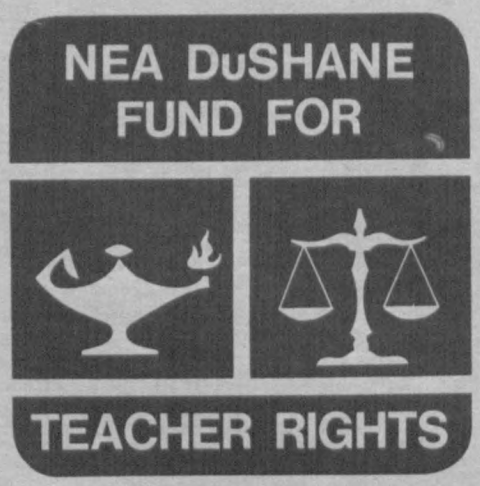
NEA is conducting a nationwide campaign to build up the DuShane Fund for Teacher Rights. The fund provides money to defend members of the profession who are unfairly dismissed from their positions or otherwise mistreated in regard to their teaching rights.

The NEA Board of Directors has proclaimed May as "Teacher Rights Month" and has asked every state education association to assist in encouraging members to pledge support for the fund. In its proclamation, the Board said that "the rapidly changing pace of society, and of educational needs and fulfillments, brings more challenges and more risks" and that "the American teacher must be equipped to meet these challenges and risks." The Board said it urges every individual and association in the teaching profession to raise funds during May to build even larger the NEA DuShane Fund for Teacher Rights.

The DuShane Fund for Teacher Rights is an outgrowth of several related but different emergency funds set up by the Association in past years. It includes the funds and functions of the DuShane Defense Fund, founded in 1949, and the Million Dollar Fund for Teacher Rights, established by the Board of Directors in 1965.

Money in the fund may be used to defend the rights of any educator in the nation. Requests for such financial assistance may be made by an individual, his local education association, or his state association.

In addition, requests for subsistence grants and/or loans are considered for educators who are in financial need resulting from an alleged injustice.




**The rights cases described on these pages of the** REPORTER **are but a few of the dozens in which the Association is involved each year.**

During the 1965-66 school year, 34 cases in 20 states were supported in whole or part by the fund. This year the number of cases will go even higher, according to the NEA staff committee which administers the fund.

Now on special assignment to direct the current fund drive is Craig P. Minear, retiring executive secretary of the Colorado Education Association. Dr. Minear has suggested to state and local education associations that every teacher be given an opportunity to invest in the fund. He also has suggested that support of the fund might come from individuals or associations that wish to honor a fellow teacher for outstanding service or to memorialize a member of the profession who has died.

Dr. Minear pointed to Florida's efforts on behalf of the fund as a prime example of a fine statewide program. In that state, the Department of Classroom Teachers has distributed a return-envelope form to every member, asking them to "please do your part in helping to assure fair and equitable treatment for all educators." Individuals merely write their checks, fold the envelope form, and drop it in the mail, Dr. Minear said.

Individuals or groups may contribute to the NEA DuShane Fund for Teacher Rights by sending checks with the coupon at the top of the next page. Checks should be made payable to "National Education Association" and marked for the fund. Contributions are income-tax deductible.

# Cases from the Files of the DuShane Fund for Teacher Rights

## Fund Helps Save Arizona School Land In Case Taken to U.S. Supreme Court

In a case that eventually reached the United States Supreme Court, the Arizona Education Association, with financial help from NEA's DuShane Fund for Teacher Rights, gained for the public schools of the state some $10 million in compensation for trust lands that had been improperly taken for the construction of highways and gravel pits. The implications of the case were of such magnitude that nine other states and the Attorney General of the United States filed briefs in support of the suit.

The case involved the conditions under which Arizona and several other western states were admitted to the union. Ever since the Northwest Ordinance of 1787, it has been the practice of the Congress to require that certain lands be set aside for educational purposes in the granting of statehood.

### Land Set Aside in 1912

In the admission of Arizona to statehood in 1912, approximately 8 million acres were set aside to be held in trust for the Arizona public schools. The land could not be taken or sold, except to the highest bidder at public sale and at a price no less than the appraised value of the land. Proceeds from the sale of trust lands were to go to the Permanent School Fund and the income distributed to Arizona schools annually.

For several years, however, it had been the practice of the Arizona Highways Department to grab chunks of these school trust lands, without compensation, for new highways and gravel pits. Nearly $10 million worth of land belonging to the schools was eventually gobbled up by the highway department.

Finally, in 1965, the Arizona Education Association brought suit to stop the highway department's land grab and to make the state compensate the school fund for the land already taken.

After hearing the AEA's arguments, however, the state supreme court ruled in favor of the highway department. AEA then appealed to the United States Supreme Court.

When the nation's highest court announced last year that it would hear arguments on the case, AEA appealed to the NEA for financial assistance. Through the DuShane Fund for Teacher Rights, NEA provided $2,700 to cover a third of the expense of bringing the AEA's case before the Court.

The Court heard the case in October 1966 and handed down its decision last January 10. Writing for the majority, Justice John M. Harlan ruled that even though it was not necessary for Arizona to offer public notice or conduct a public sale when seeking trust lands for its highway program, the state "is required to provide full compensation for the land it uses." The Court held "that Arizona must actually compensate the trust in money for the full appraised value of any material sites or rights of way on or over trust lands."

## Teen-Age Disturbed Children Threaten To Destroy Dedicated Teacher's Career

In the summer of 1965, three teen-age girls escaped from a state mental hospital, touching off a series of events that threatened to destroy the professional career of a dedicated teacher. The three escapees, ages 14, 15, and 16, claimed that they had been aided in their escape by their physical education teacher at the school attached to the mental hospital.

Solely on the basis of this testimony, the teacher was arrested on two felony charges: aiding and abetting the escape of an inmate from a state institution and causing injury or risk of injury to minors. Conviction on either charge could have resulted in a long term of imprisonment for the teacher.

### Appeal to the Fund

In appealing to the NEA DuShane Fund for Teacher Rights on behalf of the teacher, the president of her state education association wrote: "The interests of the profession as a whole have a stake in this case, because no teacher can be professionally secure if any pupils can upset her career and cause her legal damage through untrue accusations to the police."

The DuShane Fund gave the teacher $500 to obtain the services of a competent defense attorney. After a preliminary hearing before a criminal court judge at which the teacher agreed to submit herself voluntarily to a lie detector test, the charges against her were reduced to a simple misdemeanor, breach of the peace. This arrangement was worked out by her attorney and the state's attorney in order to spare the teacher the rigors and publicity of a long trial which would keep her away from her children.

Although still maintaining her complete innocence, the teacher, on the advice of her counsel, pleaded nolo contendere (no contest) to the misdemeanor charge and was fined $25, which was then remanded to her. The misdemeanor conviction, however, should in no way jeopardize the teacher's chance for finding future employment as a teacher.

## NEA Fund Offers $300 Free Loans To Teachers After Schools Close

When the voters of Versailles, Ohio, rejected an increase in the school tax levy for the third straight time last January, they were, in effect, voting to close their schools for at least a month. The board of education simply could not meet operating expenses out of current revenues and they had long since exhausted the school system's borrowing power.

Following the defeat of the latest levy increase, the teachers of Versailles voted 42 to 6, with 10 abstentions, to support the board's action in closing the schools for the entire month of February. For the teachers, who had earlier agreed to teach at salaries $300 below schedule, the closing of schools meant a further loss of income.

### Interest-Free Loans

To help the Versailles teachers sustain themselves during this crisis, the NEA DuShane Fund for Teacher Rights offered interest-free loans of $300 to any teacher who applied for one. In offering these loans, the DuShane Fund was proving once again that it stands ready to protect members of the teaching profession not only against injustice but also against adversity.

## A Message from the NEA President

# "A Web of Danger"

*Mrs. Applegate*

**On these pages you may read some recent examples of National Education Association actions to defend the rights of teachers. The cases described here are real ones; the educators involved are people like you and me. They were caught in a web of danger; their teaching positions were threatened; often their integrity as moral citizens was challenged.**

**Our Association acted to protect these educators, to stand up for them at legal hearings, in local and state courts, and even before the Supreme Court of the United States. Our Association takes these actions because we believe—you and I—that when a teacher loses his job because he expresses himself as a citizen, each teacher in America is threatened. When testimony of children unfairly condemns one teacher, we are all condemned. When a superintendent is forced from his job by minority community pressure, every member of our profession feels that pressure. When the voters of one town refuse to pay their teachers, every teacher's salary is on the line.**

**Because of these beliefs, our Association has been working for years through the Professional Rights and Responsibilities Commission and with money from the DuShane Defense Fund. This relatively small fund has served us well in the past. Last year, however, the NEA Directors, after a look at the new pressures on teachers and at the increasing number of rights cases coming to NEA's attention, decided that this fund was not enough. To meet growing needs, the Directors established a new fund and called it the Million Dollar Fund for Teacher Rights.**

**This year, the two funds were merged into a single fund, named the NEA DuShane Fund for Teacher Rights. No artificial limit was placed on the size of this fund. The goal now set by the Directors is a fund big enough to meet any emergency that may face any member of our profession—a fund big enough to permit our Association to say yes to every reasonable request for defense of teacher rights.**

**For the NEA DuShane Fund for Teacher Rights to meet this goal, each of us must help. We cannot build so important a shield for our profession except by standing together.**

**That is why I now ask you to contribute to this fund. Your contribution is an investment; you are insuring your rights by helping to build a fund that will serve you when your rights as an educator are threatened.**

**Each member of the profession can help. You can help by giving now to the NEA DuShane Fund for Teacher Rights.**

**—Irvamae Applegate**
**1966-67 NEA President**

TO: National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

**YES, I pledge my support to the protection of teacher rights.**

Enclosed is a check or money order for $_____
to help build up the NEA DuShane Fund for Teacher Rights.
Make checks payable to "National Education Association"

Name _____

Street _____

City, State, and Zip Code _____

_____ _____

Please credit my contribution to the state of _____.

*cut here and mail*

## Fund Keeps Board from 'Starving Out' Superintendent Opposed by Dissidents

In a prolonged legal battle with a school board, even the highest paid members of the teaching profession are at a great disadvantage. One of the most recent and best examples of how the NEA DuShane Fund for Teacher Rights prevents a school board from "starving out" a capable and conscientious professional through a prolonged legal struggle involves a superintendent in a New York town.

The superintendent, who had two years remaining on his contract, was dismissed early last year after having developed what a Syracuse University consultant called "one of the top school systems, at least in upper New York state." During his superintendency, the voters of his district had passed six straight school budgets and 11 bond referendums.

Unfortunately, a dissident group, unhappy with some of the new and costlier reforms, had managed to win a majority on the school board. This majority for several months attempted to harass the superintendent out of his job.

After realizing that efforts to provoke the superintendent into resigning were failing, the six majority members called a special meeting of the board. Neither the superintendent nor the three minority members were informed of the meeting. The board majority passed a resolution dismissing the superintendent.

The majority's action was so obviously in violation of school district regulations that even the school board's own attorney advised against it. Nevertheless, the majority hoped—in the words of a member—"to starve out" the superintendent through a prolonged legal battle.

The board majority's tactic might well have succeeded if the NEA DuShane Fund for Teacher Rights and the New York State Teachers Association had not been able to share equally the full legal costs of bringing the superintendent's case before the state commissioner of education. It took nearly five months from the time of his dismissal before the superintendent could get a decision from the state commissioner. His lawyer's fees during this time amounted to nearly $11,000.

After reviewing all of the evidence, the state commissioner of education ruled that the board had acted improperly and ordered it to reinstate the superintendent immediately with full back pay amounting to $5,000—less than half of what it cost to fight the case. Shortly afterwards, the superintendent was further vindicated when the voters in his district, by electing a new school board majority, repudiated the members who had sought his removal.

## NEA DuShane Fund Aids Texas Teacher After Political Action Results in Job Loss

Anna Belle Wilson of Corpus Christi, Texas, needed only three more years of teaching to become eligible for a modest retirement pension. Some people in the Flour Bluff Independent School District, therefore, might have been surprised to see her actively campaigning for an insurgent slate of school board candidates.

Miss Wilson, who had taught for 33 years—12 of them in the Flour Bluff system—had been one of the founders of the local chapter of TEACH (Texas Educational and Community Hope), a new statewide group dedicated to improving education. Through TEACH, Miss Wilson and several other teachers became deeply involved in a school board election. The TEACH slate lost, unfortunately for Miss Wilson and the other teachers.

Despite her years of service, Miss Wilson—and for that matter, all Texas teachers—had no tenure. Nevertheless, Miss Wilson was protected by a section of her school board's administrative manual which provided that teachers "shall have contracts renewed automatically each year" provided that "a teacher has not been notified of dismissal on or before April 1, or has been warned by March 1, of any school year. . . ." When April 1 had come and gone without any warning or notice of dismissal, Miss Wilson assumed that she had been rehired.

By mid-May, Miss Wilson had not received her contract to sign for the following year. She wrote to her superintendent asking if she were to receive a contract. A week later, she received a reply signed by the superintendent and six other administrators saying that they could not offer her a contract.

Miss Wilson requested a hearing before the school board which was granted, but on only one day's notice. She had to appear, therefore, without counsel. The board proceeded to read charges against Miss Wilson and two others who had been active in TEACH during the school board election. None of the teachers ever received written notification of what the school board decided as a result of the hearing. The board simply refused to rehire them.

For the next six months, Miss Wilson waged a valiant, expensive, and often lonely struggle for reinstatement. She won her first victory when, after an investigation of the situation, the Texas Classroom Teachers Association recommended that she and two other teachers be reinstated.

NEA's DuShane Fund for Teacher Rights reimbursed Miss Wilson for two-thirds of her legal fees and gave her an additional $300 in subsistence funds.

While her case was before the Texas Commissioner of Education, as required by state law before court action can be taken, the school board voted to give Miss Wilson a contract for the remaining seven months of the school year. Although she is now back in school, her security is still in jeopardy, for her contract is once again up for renewal.

## Fund Backs Teacher Falsely Accused by Words of Children

The implication that he had committed a serious moral offense left a Midwest teacher last year in the awkward position of having to defend himself against the words of children. The NEA's DuShane Fund for Teacher Rights provided $500 to help the teacher pay legal expenses.

The case involved a dramatics teacher who was accused by three boys, ages 14, 15, and 16, of "improperly touching" them during a study hall. Without hearing the teacher's side of the story, the board of education promptly suspended him.

The alleged incident occurred in February, but it was not until April that the school board finally scheduled the "public" hearing requested by the teacher. Evidence at the hearing revealed that the three boys had been discipline problems and that they had once lied to the police on another matter involving a law violation. This and other evidence tended to corroborate the teacher's contention that the boys were trying to "frame him" in revenge for his having disciplined them.

The hearing went on for three days before the district attorney for the county asked that they be halted. After conducting his own investigation, the district attorney announced that the evidence against the teacher did not show probable cause that an offense had been committed. He also said that he found "glaring contradictions" in the stories of the three boys.

The school board reinstated the teacher without any further hearings. Furthermore, as a result of this incident, the board worked out a written agreement with the local education association—which stood behind the teacher throughout his ordeal—on procedures to follow whenever a teacher is accused of improper conduct. The new procedure stipulates that a responsible adult must be involved. From now on, the word of a child is not enough.

**Honored by NEA for Their Research in School Finance**

During the Tenth National Conference on School Finance in St. Louis this month, eight young researchers received awards for their outstanding research in school finance. The eight were named by the NEA Committee on Educational Finance, which sponsors the conference. The eight men are: (seated, left to right) **Ernest F. Anderson,** assistant professor of higher education, University of Illinois; **Thomas S. Hamill,** supervising principal, SoLanCo (Pennsylvania) School District; **F. Dee Sanford,** assistant superintendent, Sequoia (California) Union School District; **Donald L. Davis,** educational planning consultant, Odell MacConnell Associates, Inc.; (standing second and third from left) **David N. Evans,** research director, California State Committee on Public Education; **Marvin B. Wampler,** executive director of finance and facilities, Northern Arizona University; (far right) **G. Alan Hickrod,** assistant professor, Lake Erie College; and (second from right) **C. Cale Hudson,** assistant professor of education, Eastern Michigan University. **William D. Firman** (standing, far left), assistant commissioner for research and evaluation, New York State Education Department, was one of the judges of the competition. **John K. Norton** (fourth from left), professor emeritus, Teachers College, Columbia University, presided during the presentation of the awards. To the right of Dr. Norton is **Sam M. Lambert,** NEA executive secretary-designate.

Keynote speaker for the conference was Wendell H. Pierce, executive director of the Education Commission of the States, who told participants that states' rights mean states' responsibilities. "The disparity in state aid to education must be eliminated," he told the participants, adding that the federal government is going to have to put more money into education too. He announced that the Education Commission of the States is beginning a study of state foundation programs. Not present was Conrad H. Potter of California, joint winner with David N. Evans.

Nat'l. Educ. Assn. photo (Graybeal)

# *Task Force Urges Increased Federal Aid*

(Continued from page 1)

nonprofessional, nonteaching duties. While categorical aids have strengthened school offerings considerably, the limitations they impose on spending have prevented state and local school systems from solving such critical problems as developing a sufficiently large, adequately trained teaching force.

"Unless the federal government, through broadened general aid, helps the states meet the needs of the average students, the goal of equal educational opportunity will be difficult to attain," he said.

Chairman Hebert announced the appointment of the task force at the conclusion of a two-day meeting of the NEA Legislative Commission in St. Louis. Chairman of the task force is Jack D. Rees, acting executive secretary of the California Teachers Association. The other members are Frances Carnochan, guidance counselor at the Trenton (New Jersey) High School, and James Conti, social studies teacher, Lincoln Junior High School, Jamestown, New York. All three are members of the NEA Legislative Commission, which meets several times a year to develop and implement the NEA legislative program.

The task force study and recommendations will be based on eight criteria for federal grants to public elementary and secondary schools, developed by a joint committee of the NEA Legislative Commission and the NEA Committee on Educational Finance:

1. The major contribution of the federal government to the partnership should be made through a basic financial program of support to the states. General aid for elementary and secondary education should be available to all pupils and programs as determined by local and state plans for improving educational opportunity.

2. The federal share of fiscal support of elementary and secondary schools, when combined with state and local tax resources, should be sufficient to provide adequate educational services and facilities in all state-local school systems.

3. The amount of aid should be generally predictable for long-range planning and specifically predictable for year-to-year planning.

4. The amounts of federal funds to which individual states or local school districts are entitled should be determined by objective formulas, reducing to a minimum the discretionary power of federal officials. The formula for distributing federal funds should recognize the wide variation in the states' ability to finance education.

5. Federal funds for education should be allocated to state governments to be distributed by them to local schools in accordance with state plans.

6. The accounting and auditing safeguards for federal grant funds should be applied at the state level.

7. Special purpose grants should be limited in number and should comprise a small portion of the total federal aid.

8. All federal educational programs should be administered by the U.S. Office of Education at the federal level, by the state educational agency at the state level, and by the local educational agency at the local level.

## Baltimore Slum-School Conditions Blasted by Investigative Committee

(Continued from page 1, column 2)

report notes that *de facto* segregation has increased in Baltimore since 1954: "Of the present 160 elementary schools, 124 are *de facto* segregated and 30 of the 54 secondary and vocational schools are *de facto* segregated."

The report warns that unless the present middle-class exodus is halted, "within less than 15 years *all* of the children in the Baltimore public schools could be the children of poverty, and at least 95 percent of them will be Negroes."

Typically, the report says, inexperienced teachers are assigned to the ghetto schools: "No matter how hard they try, inexperienced teachers (1 out of 8 without a college degree) cannot hope to compensate for the inadequacies of the slum schools."

The report also blasts the failure of the city to replace its obsolete schools, the failure of the schools to recruit and retain well-qualified teachers, the existence of slum-lords who gain from continued ghettoization of the city, and the failure of the city to spend what it can on its schools.

Symbolic of the schools' failure to meet the needs of its pupils is the number of dropouts, the report says, which amounts to an average of 16,000 children a year.

To solve the city's school problems, the investigative committee recommends:

- That city officials and citizens assume their full responsibility for financing the schools
- That city and school officials take emergency action to replace the ancient and dangerous school buildings of the inner city
- That the newspapers, radio, and TV in the area be made more aware of the dramatic possibility and public responsibility for waking the citizens to the needs of the children.

The committee also had a series of specific recommendations for the mayor, the city council, the board of school comissioners, the school administration, the business community, and the citizens of Baltimore.

# CURRENT

## What's Going On in TV, Radio, Press, and National Magazines

### Television

*(All times are Eastern)*

**The 21st Century—Sundays, CBS-TV, 6 P.M.** *April 30:* "Conquering the Sea." *May 7:* "Standing Room Only," a study of overpopulation and birth control. *May 14:* "The Mighty Atom." *May 21:* "The Futurists," a new breed of intellectual, scientist, and academician who thinks and plans for the future. *May 28:* "The Communications Explosion" (repeat).

**Discovery '67—Sundays, ABC-TV, 11:30 A.M.** *April 30:* "The Stone Age Americans," dramatizes the story of the Mesa Verde (Colorado) Indians who disappeared without trace more than 800 years ago. *May 7:* "An Iron Horse in Silver Pastures," the early American railroad in the West. *May 14 and 21:* "The World Beneath the Sea," Parts I and II. *May 28:* "Discovery Goes to French Canada."

**"The Adventures of Mark Twain"—Friday, May 5, ABC-TV, 8 P.M.** An entertaining documentary starring David Wayne.

**Directions '67—Sundays, ABC-TV, 1 P.M.** *May 7:* "The Ruling Gods," studies the relationship of religion and sports. *May 14:* "The Comic Strip."

**"The Pursuit of Pleasure"—Monday, May 8, NBC-TV, 10 P.M.** NBC news special examines America's new "fun morality."

**"The Old College Try," Tuesday, May 9, CBS-TV, 10 P.M.** News special featuring five high school seniors who apply to five different colleges and learn during the show whether they have been accepted.

**"The Beautiful Blue and Red Danube"—Sunday, May 14, ABC-TV, 4 P.M.** Repeat of a documentary report.

**NBC Children's Theatre—Sunday, May 14, NBC-TV, 6:30 P.M.** Arthur Fiedler conducts the Boston Pops.

**"The 1967 National Drivers Test"—Tuesday, May 23, CBS-TV, 10 P.M.**

**"Cortez and the Legend"—Thursday, May 25, ABC-TV, 10 P.M.** Kirk Douglas narrates a re-creation of Cortez's Mexican explorations.

**"The American Image"—Friday, May 26, NBC-TV, 10 P.M.** America as seen through the eyes of artists from colonial days to the present.

**"Ivanov"—Tuesday, May 30, CBS-TV, 9:30 P.M.** Sir John Gielgud, Claire Bloom, Roland Culver, and Angela Baddeley star in Anton Chekhov's drama.

**N.E.T. Journal—Beginning week of May 1, National Educational Television.** Five consecutive weekly reports on *"Education": "Slum Education," "Parochial Education," "Nova School," "Conversations with Clark Kerr,"* and *"Eton."*

### Magazines

*(May issues)*

**Ebony**—"New Hope for Harlem's Bright Youth," tells of top students who are receiving scholarships to many of the nation's distinguished private schools.

**Harper's**—"A Follow-Up Report: A Different View of Watts," and "Notre Dame: Our First Great Catholic University," by Peter Schrag.

**Ladies' Home Journal**—"They Still Won't Teach the ABC's the Modern Way," a progress report on the initial teaching alphabet experiment.

**Redbook**—"Education for Tomorrow's World," by Margaret Mead.

**Saturday Evening Post** *(May 6)*—Buell G. Gallagher, president, City College of New York, "Speaks Out" about this generation of college students.

**Seventeen**—"Which Personality Succeeds in College," by David Klein, offers a few surprises for high school yearbook editors and college deans.

**Woman's Day**—"How To Survive the College Crisis," offers advice to college-bound high school seniors.

# Thousands Sign Up Under NEA*Search

## Computer-Based Job Locater Fully Under Way

Thousands of teachers and their preferences have been compared with hundreds of job vacancies and their specifications, thanks to NEA* SEARCH, the new high-speed computer system which has been in operation since March 7. Initial response to NEA*SEARCH has been very good, with almost 5,000 teachers signed up and available. This strong initial enrollment has attracted hundreds of vacancy listings from school superintendents.

The director of NEA*SEARCH, George E. Arnstein, said this week that the program "seems to be in an upward spiral. The quality of the teachers in our files attracts vacancies, and these in turn will attract still more teacher applicants who can actively express their preferences as to salary, location, and job assignment."

To facilitate registration, this issue of the NEA Reporter reproduces Form T, the teacher registration form, which may be clipped and mailed with the $8 fee which covers registration for a maximum of one year or until placed. **Employers may request free copies of Form V to list vacancies and request a search of the file (minimum fee of $12 includes up to three suitable names and short biographies of candidates; there is an additional fee for all names after the third one that is referred). Each vacancy requires a separate form.**

One measure of the success of the system is the small but rising number of withdrawals—candidates who are notifying NEA*SEARCH that they have been placed and want no further referrals. To date there is not enough information available to permit analysis of the data and the drawing of meaningful conclusions. Mail, from both teachers and employers, has been overwhelmingly favorable, including many requests for an expansion of the new service to cover college teaching and administrative specialties.

The peak of the annual hiring season is still ahead, one more reason for furnishing Form T to teachers at this time. Many school systems face decisions on renewal of contract in late April and May, so that the peak of matching activity is projected for May and June, when superintendents must make a new effort to locate available teachers.

**The more than 125,000 members of the Student NEA are receiving this issue of the** NEA Reporter **so they may have the opportunity to use NEA*SEARCH in applying for their first teaching position.**

## 'Chronicle' Available At Special Rate To College Educators

A new benefit available to members who join the NEA Association for Higher Education during the 1966-67 year is a special subscription rate for the *Chronicle of Higher Education*. A new newspaper about higher education, the *Chronicle* will be published every two weeks during the academic year and monthly during the summer. By special arrangement, AHE members are entitled to receive 20 issues of the *Chronicle* for $7.50.

## List B / U.S. and Foreign Regions

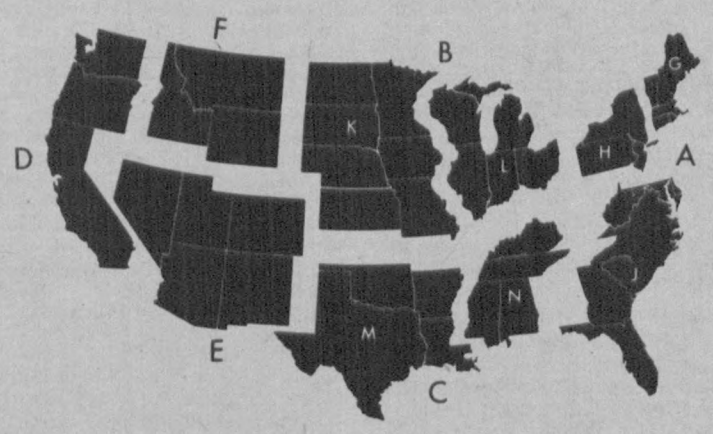
**For use with Item 20. You may select 1 from this list.**

***U.S. Regions***

A East Coast—ME, VT, NH, MA, CT, RI, NY, PA, NJ, MD, DE, WV, VA, DC, NC, SC, GA, FL
B North Central—ND, SD, MN, NB, IA, KS, MO, WI, MI, IL IN, OH
C South Central—OK, AR, TX, LA, KY, TN, MS, AL
D West Coast—WA, OR, CA
E South Mountain—NV, UT, CO, AZ, NM
F North Mountain—MT, ID, WY
I Anywhere in Continental U.S.

***U.S. Subregions***

G New England—ME, VT, NH, MA, CT, RI
H Middle Atlantic—NY, NJ, PA
J South Atlantic—MD, DE, WV, VA, DC, NC, SC, GA, FL
K West North Central—ND, SD, MN, NB, IA, KS, MO
L East North Central—WI, MI, IL, IN, OH
M West South Central—OK, AR, TX, LA
N East South Central—KY, TN, MS, AL




***Foreign Regions***

O U.S. possessions not included in STATE LIST
P Canada
Q Latin America
R Pacific—Asia
S S.E. Asia—Pacific
T Australia—New Zealand
U North Africa
V Other Africa
W Middle East
X Mediterranean—Europe
Y Other Europe
Z Any foreign (all)

**NOTE: IT IS NECESSARY TO REFER TO LISTS A, B, AND C TO COMPLETE THE FORM BELOW. LIST B IS ON THIS PAGE: LISTS A AND C ARE ON THE FOLLOWING PAGE.**

Cut here and mail—Complete both sides of form

## Form T / Teachers Questionnaire

***GENERAL INSTRUCTIONS:*** *The computer will work for you only if you give it information it can work with:* write only one letter or number in each box. In items 1 and 2, leave a *blank* space between elements to indicate where one word ends and another begins. Use abbreviations as necessary. For all items which ask for a STATE, refer to the 2-letter codes in LIST C.

1 *Name* [ ]
first name (or initial), space, middle name (or initial), space, last name

2 *Number and Street* [ ]
leave space between elements—abbreviate as necessary

3 *City* [ ] See LIST C — *State* [ ] Write the 2-*letter* Code — *ZIP* [ ]

For identification only: use this number when you write to NEA*SEARCH

4 *Telephone Number* [ ] [ ]–[ ] Area Code

5 *Social Security Number* [ ]–[ ]–[ ]

6 *Year of Birth* 19[ ]

7 *Title & Sex* [ ]
1 Miss
2 Mrs.
3 Dr. (Female)
4 Mr.
5 Dr. (Male)

8 *Marital Status* [ ]
1 Single
2 Married
3 Widowed
4 Divorced
5 Separated

9 *Number of Dependents (exclude yourself)* [ ]

10 *Draft Status* [ ]
0 Not applicable or veteran or not eligible
1 Deferred
2 Eligible

11 *Highest Education Level Attained OR Degree Expected by August of Current Year* [ ] (See Note 1, p. 8)
1 High school or less
2 Two years of college
3 Bachelor's degree
4 Bachelor's degree + 18 hours
5 Bachelor's degree + 30 hours
6 Master's degree
7 Master's + 30 (or Professional Diploma)
8 Doctorate

12 *Give the year you received the degree checked in Item 11* 19[ ]
*If this degree is to be awarded by August of this year, write "1" here* [ ]

13 *Teaching Certificates You Hold (you may indicate two)*

0 None (See Note 1, p. 8)
1 Substandard " or emergency
2 Elementary
3 Secondary
4 Junior college
5 Vocational
6 Standard or regular — Avoid if possible

*Type* [ ] *Issued by the State of* [ ] *in the year* 19[ ] *If pending, put a 1 here* [ ]
*Type* [ ] *Issued by the State of* [ ] *in the year* 19[ ] *If pending, put a 1 here* [ ]

**Refer to LIST A for Items 14, 15, 16, 17**

14 *Education and Preparation: On the basis of your education, select from LIST A*
*Your Major Subject (or number 1 teaching specialty)* [ ]
*Your Minor Subject (or number 2 teaching specialty)* [ ]

15 *What subject have you taught? Most recently* [ ] *Earlier* [ ] *(select from LIST A)*
*Total Number Years of Teaching Experience (EXclude practice teaching)* [ ]

16 *Extracurricular:* To indicate extracurricular experience OR interest, see Note 2 *(you may indicate two)* [ ] [ ]

17 *What would you like to teach in your next job You may select up to 3 from LIST A*
[ ] *Weight* [ ]
[ ] *Weight* [ ]
[ ] *Weight* [ ]

—OVER—

***Weight:*** This is an important tool to express *your* choice. Use it wisely.
1 Desirable (or mild preference)
2 Significant (or strong preference)
3 Essential (you insist on it)

Mail form with $8 registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W. Washington, D.C. 20036.

# SEARCH National Education Association

## A Computer-Based Locator Service

(Continued from preceding page)

## List A/Subject/Position

**For use with items 14, 15, 16, 17**

To express your educational background, experience, and job choice, select the item which comes *closest* to the one you want. Keep in mind that individual states and jurisdictions have variant course titles. The Elementary, Junior High, and Secondary headings are merely for convenience; what really counts are the subject descriptions. Example: Remedial Reading is more often found in elementary education (and hence appears under that heading), but you may use it for secondary level as well. Later on, in Item 23, you will have a chance to express your preference for an elementary or secondary position.

### Elementary

**10**—All, K-8; **11**—K; **12**—Grades 1-3; **13**—Grades 4-6; **14**—Grades 7-8; **21**—Music; **22**—Ment. Retarded; **24**—Phys. Handicapped; **25**—Blind; **26**—Deaf; **27**—Remedial Reading; **28**—Speech Correction; **31**—Phys. Ed.

### Junior High

**51**—General/Multi-Subject; **92**—English; **97**—Math; **59**—Social Studies; **60**—Science; **89**—Industrial Arts; **91**—Home Economics.

### Secondary

**50** — General/Multi-Subject; **52** — Art; **62**—Biology; **81**—Business Education; **63**—Chemistry; **71**—Coaching-Baseball; **72**—Coaching-Basketball; **73**—Coaching-Football; **74**—Coaching-Gymnastics; **75**—Coaching-Swimming; **76**—Coaching-Track; **77**—Coaching-Wrestling; **94**—Drama; **58**—Driver Education; **64**—Earth Science; **44**—Economics; **93**—English; **53**—French; **61**—General Science; **43**—Geography; **54**—German; **42**—Government; **69**—Health Education; **41**—History; **90**—Home Economics; **88**—Industrial Arts; **95**—Journalism; **55**—Latin; **98**—Math; **66**—Music-General; **67**—Music-Band; **68**—Music-Vocal; **70**—Phys. Ed.-General; **78**—Phys. Ed.-Athletic Director; **65**—Physics; **56**—Russian; **46**—Senior Problems; **40**—Social Studies; **45**—Sociology; **57**—Spanish; **96**—Speech; **80**—Voc. Ed.-General; **83**—Voc. Ed.-Agriculture; **84**—Voc. Ed.-Auto; **82**—Voc. Ed.-Distributive; **85**—Voc. Ed.-Electronics; **86**—Voc. Ed.-Metal; **87**—Voc. Ed.-Wood; **81**—Voc. Ed.-Office Practice; **90**—Voc. Ed.-Home Economics; **99**—Any other subject.

### Other Specialties & Misc.

**01**—Preschool; **02**—Sch. Libr.; **03**—Counselor; **04**—Voc. Guidance Counselor; **05**—College Admissions Counselor; **08**—VISTA*; **09**—Peace Corps* (*Experience ONLY. Use only with Item 15 if it applies.)

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Marion County School System |
| • Indiana State Teachers Association | Fort Wayne Community Schools |
| • Maryland State Teachers' Association | Baltimore City Public Schools |
| • New Jersey Education Association | Bergen County Vocational and Technical High School |
| • New Jersey Education Association | Camden Public Schools |
| • New Jersey Education Association | Jersey City Public Schools |
| • New Jersey Education Association | Woodbridge Public School |
| • Ohio Education Association | Struthers Public Schools |

**Note 1** Items 11 & 13. If you do not hold a bachelor's degree (and do not expect to have it by August of this year), you probably should not register with NEA*-SEARCH. This new service is meant primarily for college graduates with regular or standard teaching certificates.
There are exceptions which apply to a very few states and certain teaching specialties where trade experience is considered of primary importance.

**Note 2** Item 16. **Extracurricular:** Use your ingenuity on this item in order to *approximate* your extracurricular experience or interest. Examples: For an adviser to the student government, the nearest "fit" probably is 42 (Government). For debate, try 96 (Speech). Things are easier for major sports or drama—football coach is 73, drama coach is 94.

Cut here and mail—Complete both sides of form

**18** *Indicate your preference as to Population Type for your next job* ☐
1 Urban Environment
2 Suburban Environment
3 Urban and/or Suburban
4 Rural Environment
5 Suburban and/or Rural
*Weight* ☐

**19** *If you are NOT a citizen of the U.S., please put a 1 here* ☐

**Refer to LISTS B and C for Item 20**

**20** *Geographic Preference: A—You may select 1 U.S. Region or Subregion OR Foreign Region from LIST B* ☐ *Weight* ☐
AND
*B—You may select up to 3 from LIST C (States and Metro. Areas)* ☐☐ *Weight* ☐
☐☐ *Weight* ☐
☐☐ *Weight* ☐

**21** *Minimum Annual Salary you request (for school year; typically 180 days)* $☐☐☐☐☐. *Weight* ☐
VERY IMPORTANT

*Note: Average U.S. salary is $6821. For elementary teachers $6609; for secondary $7095. These are not beginning salaries. Source: Estimates of School Statistics, 1966-67, NEA Research Division.*

**22** *If you prefer to work in a program that can be described by any of the options to the right, give its code number here* ☐
*Weight* ☐
1 Ungraded
2 Team Teaching
3 Ungraded and Team Teaching
4 New Curricula
5 Ungraded and New Curricula
6 Team Teaching and New Curricula
7 Disadvantaged
8 Head Start
9 National Teacher Corps

**23** *Indicate type of position you are looking for* ☐
1 Elementary
2 Secondary (includes Junior High)
or
3 Either Elementary or Secondary ← Avoid this choice if possible

**24** *Optional. You may request that your name be kept from your present employer. If you do, put a 1 here* ☐ *and write below.*

*Name of School District* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

*City* ☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ *ZIP* ☐☐☐☐☐ ← *very important*

I certify that these data are correct to the best of my knowledge. I understand that NEA*SEARCH accepts no liability, offers no assurance of placement, and merely seeks to match my qualifications with suitable openings. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available teachers.

Mail to: NEA*SEARCH
National Educ. Assn.
1201 16th St., N.W.
Washington, D.C. 20036

Signature_____ Date_____

**Mail form with $8 registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W. Washington, D.C. 20036.**

***Weight:*** This is an important tool to express *your* choice. Use it wisely.
1 Desirable (or mild preference)
2 Significant (or strong preference)
3 Essential (you insist on it)

## List C/States and Metropolitan Areas

**For use with Item 20. You may choose up to 3 from the following two lists.**

### States

(The 2-letter codes are the new abbreviations officially authorized by the Post Office Department for use in conjunction with ZIP Codes.)

**AL**—Alabama; **AK**—Alaska; **AZ**—Arizona; **AR**—Arkansas; **CA**—California; **CO**—Colorado; **CT**—Connecticut; **DE**—Delaware; **DC**—District of Columbia; **FL**—Florida; **GA**—Georgia; **HI**—Hawaii; **ID**—Idaho; **IL**—Illinois; **IN**—Indiana; **IA**—Iowa; **KS**—Kansas; **KY**—Kentucky; **LA**—Louisiana; **ME**—Maine; **MD**—Maryland; **MA**—Massachusetts; **MI**—Michigan; **MN**—Minnesota; **MS**—Mississippi; **MO**—Missouri; **MT**—Montana; **NB**—Nebraska; **NV**—Nevada; **NH**—New Hampshire; **NJ**—New Jersey; **NM**—New Mexico; **NY**—New York; **NC**—North Carolina; **ND**—North Dakota; **OH**—Ohio; **OK**—Oklahoma; **OR**—Oregon; **PA**—Pennsylvania; **RI**—Rhode Island; **SC**—South Carolina; **SD**—South Dakota; **TN**—Tennessee; **TX**—Texas; **UT**—Utah; **VT**—Vermont; **VA**—Virginia; **WA**—Washington; **WV**—West Virginia; **WI**—Wisconsin; **WY**—Wyoming.

### Metropolitan Areas

(Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of the Budget and the U.S. Bureau of the Census.)

**01**—Albany-Schenectady-Troy, NY; **02**—Anaheim (Orange Co.), CA; **03**—Atlanta, GA; **04**—Baltimore, MD; **05**—Birmingham, AL; **06**—Boston, MA; **07**—Bridgeport-Stamford, CT; **08**—Buffalo, NY; **09**—Chicago, IL; **10**—Cincinnati, OH; **11**—Cleveland, OH; **12**—Columbus, OH; **13**—Dallas, TX; **14**—Dayton, OH; **15**—Denver, CO; **16**—Detroit, MI; **17**—Hartford-New Britain, CT; **18**—Houston, TX; **19**—Indianapolis, IN; **20**—Kansas City, MO; **21**—Los Angeles-Long Beach, CA; **22**—Louisville, KY; **23**—Memphis, TN; **24**—Miami, FL; **25**—Milwaukee, WI; **26**—Minneapolis-St. Paul, MN; **27**—Newark, NJ; **28**—New Brunswick, NJ; **29**—New Haven-Waterbury, CT; **30**—New Orleans, LA; **31**—New York, NY; **32**—Norfolk-Portsmouth, VA; **33**—Paterson, NJ; **34**—Philadelphia, PA; **35**—Phoenix, AZ; **36**—Pittsburgh, PA; **37**—Portland, OR; **38**—Providence-Pawtucket, RI; **39**—Rochester, NY; **40**—Sacramento, CA; **41**—San Antonio, TX; **42**—San Bernardino-Riverside, CA; **43**—San Diego, CA; **44**—San Francisco-Oakland, CA; **45**—San Jose, CA; **46**—Seattle-Everett, WA; **47**—St. Louis, MO; **48**—Tampa-St. Petersburg, FL; **49**—Washington, D C.

## NEA Mutual Fund

As of April 7, the NEA Mutual Fund had total assets of $7,323,000. The net asset value per share was $11.16 and the offering price was $11.39. The number of shareholders on the same date was 6,947.

For a free copy of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

## Mountain States Office

NEA's Mountain States regional office opened this month in Denver. Kenneth Jonson, NEA North Central regional representative, moved to the Denver office, in the Colorado Education Association headquarters, and became Mountain States regional representative.

# National School Bell Award Winners Named (See p. 4)


# NEA REPORTER

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# 12,000 Expected at 105th NEA Convention

## NEA Reopens Study of Idaho Schools

Idaho schools, which an NEA study in the fall of 1964 found to be starving financially, will be reexamined this month by a team dispatched by the NEA Professional Rights and Responsibilities Commission. The 1964 study was reopened at the request of the Idaho Education Association, which asked for the reassessment to determine if there is sufficient cause to invoke statewide sanctions.

The IEA request was voted unanimously as a resolution of its delegate assembly. The resolution also instructs the IEA executive committee to immediately issue advisory notices announcing that the NEA investigation has been requested.

The NEA PR&R team, headed by William P. McLure, director of the Bureau of Educational Research, University of Illinois, begins its work in Idaho on May 21.

In its resolution, the Idaho Education Association notes that in 1966-67 the state ranked 48th in the nation in the amount spent per child to educate

(See IDAHO STUDY, page 6, column 2)

**Lambert Visits Tornado-Ravaged School Systems**

NEA Executive Secretary-Designate **Sam M. Lambert** (center) tours the Belvidere, Illinois, school system after tornadoes struck there and in Oak Lawn, Chicago, Barrington, and Lake Zurich last month. Fifty-four persons, including school children, were left dead. Damage was estimated as high as $50 million. With Dr. Lambert are **Richard Kuberka** (left), president, Rockford (Illinois) Education Association, and **James W. Gohs,** president, Belvidere Education Association. In Belvidere, a tornado destroyed all but 11 of the school system's buses, damaged schools, and leveled the homes of 10 teachers and two administrators. Dr. Lambert pledged NEA assistance to both Belvidere and Oak Lawn school systems in expediting their application for disaster funds—available to school districts through federal legislation which NEA sponsored in 1965.

## Sessions in Minneapolis Begin July 2

More than 12,000 educators from throughout the nation and from overseas are expected to converge on Minneapolis July 2-7 to attend the 105th annual Convention of the National Education Association. They will tackle national issues and consider proposed changes in NEA's structure.

Association business is the emphasis of the Convention. The first of eight business sessions is set for Tuesday morning, July 4.

A major item on the business agenda will be a proposed increase in membership dues from $10 to $15, presented for vote to the delegates.

The NEA Board of Directors is supporting Amendment No. 1, introduced in Miami Beach last year, except that the Board will recommend that the Representative Assembly make the increase effective for the 1968-69 school year, rather than immediately. The Board believes the one-year delay in implementation of the increase is needed in order to allow sufficient planning time by NEA and by state associations.

**A schedule of day-by-day events of the 1967 NEA Convention appears on page 8.**

NEA President Irvamae Applegate will preside over all Convention sessions.

Convention participants will discuss the far-reaching proposals of the NEA Development Project, which can change the Association's image and style of doing business, and the start of a drive for the second million NEA members.

The assembly will also deliberate on such topics as: implementation of NEA's professional and human rights program; meeting the needs of the city's deprived child and his concerned teacher through broader urban services; the extension downward and upward of free public education; and the role of the profession in educational decision-making.

Another item of business will be revision of the Code of Ethics of the Education Profession. Open hearings on the code will be held Wednesday.

At the opening session Sunday evening, July 2, Dr. Applegate will address the assembly on "Individual Commitment to Professional Excellence." This has been her theme for the past year. Dr. Applegate is on leave as dean of the School of Education at St. Cloud (Minnesota) State College.

On the final day of the Convention,

(See 105th CONVENTION, page 8, column 1)

# Income-Tax Break for Teachers Attained; Association Played Major Role in Change

The U.S. Treasury Department has issued amended income-tax regulations that mean a better break for teachers. The amended regulations spell out more liberal rules for deduction of educational expenses.

The regulations are retroactive, allowing teachers to take advantage of deductions back as far as calendar year 1964. To obtain the retroactive tax break, teachers must file Form 843, available from local Internal Revenue Service offices.

NEA Executive Secretary William G. Carr applauded the Treasury Department's action, noting that NEA played a major role in securing the issuance of the more liberal and objective new regulations through legislative activity, legal research, conferences with educational leaders, and consultation with representatives of the Treasury Department and IRS.

"By encouraging teachers to pursue studies which will enhance the quality of their teaching," Dr. Carr said, "the regulations create new opportunities for improving the educational system."

Following is an analysis of the new regulations, prepared by Atty. James P. Sandler of Shepherd, Murtha and Merritt, Hartford, Connecticut (Mr. Sandler was retained by the NEA Legislative Commission in 1966 to present the NEA position to the Internal Revenue Service):

The new regulations (as amended May 2) retain the maintenance or improvement of required skills and the meeting of express requirements of the employer as the two standards for deductibility. However, the new regulations have abandoned the *primary purpose* standards, which require an examination of the teacher-taxpayer's intent in pursuing further education. Thus, if the education otherwise qualifies as the maintenance or improvement of skills or the meeting of an employer's requirements, the teacher's *primary* purpose (e.g., improved salary) will not affect the deductibility of the expenses of the education.

Under the new regulations, teachers who have not received permanent state certification will not be deprived of the deduction. A new standard for deductibility, "minimum educational requirements," has been established. A teacher who has completed the minimum education "normally required of an individual initially being employed in such a position" will be entitled to deduct the expenses of further education.

For example, if a state requires a bachelor's degree for initial employment, and master's degree for permanent certification, the expenses of securing the master's degree will now be deductible. However, a teacher who has not earned a bachelor's degree (the "minimum educational requirement") and who is employed under a temporary or emergency certificate will not

(See INCOME TAX, page 7, column 2)

## Michigan Association Votes for Unification

The representative assembly of the Michigan Education Association voted last month to adopt unified membership, effective July 1. The action was taken at MEA's annual meeting April 29.

# Affiliates of NEA Negotiate For Nearly 400,000, Research Survey Reveals

Nearly 400,000 school personnel are now represented by NEA affiliates for negotiation purposes with school boards, according to figures published this month in NEA's *Negotiation Research Digest*. The *Digest* is a new publication prepared by the NEA Research Division to summarize what is happening in negotiation in the teaching profession.

The current issue of the *Digest* also reports that there are 1,179 school systems in the nation with personnel exclusively represented by state and local affiliates of NEA. In contrast, there are 35 school systems with personnel exclusively represented by local unions affiliated with the American Federation of Teachers.

The *Digest*'s data are based on a current survey of 7,157 public school systems with enrollments of 1,000 or more, employing 90 percent of the nation's teachers. As of April 24, 77.5 percent of the systems (5,549) had responded. It is from this base that the *Negotiation Research Digest*'s current figures are reported.

## LBJ Commends Carr For International Work

President Lyndon B. Johnson expressed his appreciation recently to NEA Executive Secretary William G. Carr for his work as chairman of the International Cooperation Year Committee on Education and Training. He commended Dr. Carr and his colleagues for "the splendid contribution you have made to the cause of international cooperation." The ICY committee made recommendations to the 1965 White House Conference on International Cooperation.

**NEA Observes Centennial of U.S. Office of Education**

Secretary of Health, Education, and Welfare **John W. Gardner** (center) and Commissioner of Education **Harold Howe II** (left) speak with NEA Executive Secretary **William G. Carr** just prior to ceremonies at NEA Center in honor of the 100th anniversary of the U.S. Office of Education. The ceremonies—and the NEA Center lobby exhibit shown above—were designed to recognize the valuable role USOE has played on the American educational scene since its founding in 1867. NEA was instrumental in the founding of the Office of Education; in recent years, NEA resolutions have urged cabinet status for the office.

Nat'l Educ. Assn photo (Di Dio)

# Rights Fund Supports Teacher-Legislators

## Alaska Legislators Brought to Court Under State Law

NEA and the Alaska Education Association are providing legal aid to three Alaskan educator-legislators who are under attack for their dual roles. The Alaska attorney-general has begun court action to require the three to return their school salaries to the state for the time they have served as legislators. He claims that state law does not allow Alaskan legislators to hold "any other office or position of profit under the U.S. or the state."

The educators have pointed out that an amendment to the law exempts employment as a teacher.

The three involved are State Senator Nicholas J. Begich, who is superintendent of on-base schools at Ft. Richardson, and State Representatives Donald Young and George Hohman, who teach in rural Alaskan schools.

Officials of NEA's DuShane Fund for Teacher Rights agreed to make available to the Alaska Education Association $2,000 at this time to help the case. Fund officials pointed out that the case may have implications for teacher-legislators in several other states which have similar laws.

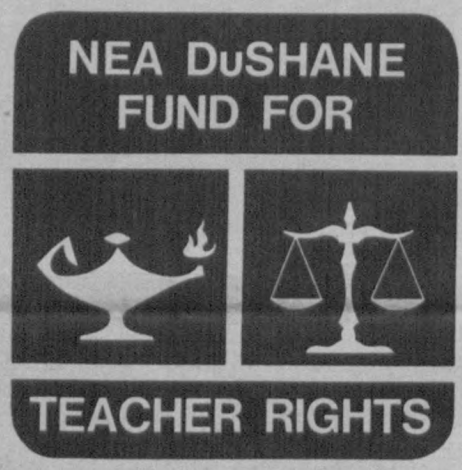
## Florida Campaign Sparks Fund Drive In Month of May

Florida is setting the pace for other states in collections for the NEA DuShane Fund for Teacher Rights. This month—May—has been designated Teacher Rights Month by the NEA Board of Directors and every state education association has been asked to help build up the fund.

In Florida, through the leadership of the state's Classroom Teachers Department executive board, a vigorous campaign of local association involvement is under way, spearheaded by a special committee under the direction of Richard Buck and Ruby Gainer.

The Florida committee prepared a packet of materials for local fund chairmen. The packet contains—in addition to materials explaining the fund—self-addressed envelopes that may be used to mail in contributions. At three Florida classroom teachers workshops and at the annual Florida Education Association convention special efforts were made to build up the fund.

These efforts have already brought $7,005.14 into the DuShane Fund—in addition to contributions that have been mailed directly to NEA Center.




## NEA Adds Consultant To Improve Services For School Nurses

A consultant for school nurses has been added to the staff of an NEA department as a step toward improving services for these members of the education profession.

The consultant is Virginia E. Thayer, R.N. She became an assistant executive secretary of the American Association for Health, Physical Education, and Recreation April 24.

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* * * *

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## School Boards in Tennessee, Massachusetts, California Get NEA-Thom McAn Awards

School boards in Tennessee, California, and Massachusetts received national honors this month in the NEA-Thom McAn School Boards Awards program. The annual recognition project is sponsored by the NEA Department of Classroom Teachers in cooperation with the Thom McAn Shoe Company.

The three school boards were cited for outstanding leadership in providing quality education in their communities. Each received $2,500 and a sculpture of the lamp of learning at an awards luncheon May 16 in Washington, D.C.

The Memphis School Board, representing the nation's largest school systems (over 100,000 school population), was honored for developing a top personnel program.

The Sacramento City Unified School District, representing school systems with a pupil population between 6,000 and 100,000, was cited for its Project Aspiration, which helped eliminate the effects of *de facto* segregation.

The Northampton School Committee (under 6,000 pupils population) was recognized for "an outstanding example of creative planning of new programs and imaginative implementation of existing curriculum."

## LBJ's Education Program Creeps Through Congress

President Johnson's education program for 1967 is in trouble on the launching pad. At press time, only three education-related measures had been debated: On April 11, the House passed the landmark copyright revision bill, and the Senate passed a bill to permit judicial review of major federal aid legislation. On May 4, the House passed a fiscal 1967 supplemental appropriation for the U.S. Office of Education, providing $2,475,000 for educational improvement for the handicapped. The House deferred action on the requested $12.5 million in additional FY 1967 funding for the Teacher Corps, pending floor action on the authorization for fiscal 1968.

The House also refused the Administration's request of $350,000 for a higher education program to promote international understanding.

There was committee action aplenty, with hearings on a range of bills, including amendments to the Elementary and Secondary Education Act, the higher education programs, selective service, public television, vocational education, and appropriations for fiscal 1968. But the focus of interest was an increasingly bitter wrangle over the future of the Elementary and Secondary Education Act of 1965.

House Republicans, led by Minnesota Rep. Albert Quie, sought to convert the 1965 legislation into a block grant program, to start in fiscal 1969. As originally presented, the Quie bill would turn over to the states complete control of funds under Titles I, II, III, and V of ESEA, no strings attached. The measure was offered as a substitute for HR 7819, the Administration's ESEA amendments as reported by the House Education and Labor Committee.

NEA is supporting HR 7819 in the belief that there is no acceptable substitute before the Congress. Moreover, substitution of ESEA by a new law, requiring new regulations and state plans, would present school districts with a new set of problems.

*Association News Roundup*

# Elections and Negotiations Across the Nation

## Jersey City Teachers Vote No on Unionism

Teachers in Jersey City, New Jersey, chose the Jersey City Education Association as their representative in a close election there May 3. JCEA received 800 votes; the local union group got 745. Thirty votes were cast for neither group and 19 challenged ballots were cast.

The city's school principals were not allowed to vote in the election, but school nurses and counselors were able to cast ballots.

## Martins Ferry, Ohio, Teachers Win Pact

The Martins Ferry (Ohio) Classroom Teachers Association won a professional negotiation agreement May 4, ending a teacher work stoppage that had lasted six days—the longest successive stoppage by teachers in Ohio's history.

The teachers won a negotiation agreement which not only recognizes MFCTA as the representative of the staff but also outlines a procedure for negotiation and a method for resolving impasses. In addition, the 92 MFCTA members who stayed away from classrooms were returned to school without punitive action or reprisal. The school board had begun court action under an Ohio law which prohibits public employees from striking.

## Teachers in Bay State Get Negotiation Gains

Local education associations in Massachusetts won major gains in contracts negotiated this spring. Two of the best are in Springfield and in Quincy.

In Springfield, salary adjustments under the new contract will mean more than $700,000 to local teachers. The agreement raises salaries as much as $2,000 for teachers below the stated maximum and about $1,000 for those currently at maximum. The top of the salary schedule is now $10,800.

The Springfield agreement also calls for:

- Fifteen days' annual sick leave with unlimited accumulation
- A grievance procedure terminating in binding arbitration
- A five-period-per-day work load for most teachers at the secondary school level
- Full pay for mandatory teacher participation in courses, workshops, etc.
- A minimum of two school days free for class observation.

### Gains in Quincy

In Quincy, the teachers association won pay increases ranging from $400 to $712. The top of the salary schedule is now $10,502.

The Quincy contract also includes a teacher grievance package with binding arbitration required, three extra days' leave for religious observances, two days' personal leave yearly, duty-free lunch hours, and a severance-pay clause that provides up to 15 days' pay for retiring teachers.

## Teachers Down Union In Springfield, Illinois

The Springfield (Illinois) Education Association thoroughly trounced a local teachers union on April 27. The local association received 548 votes; the union, 370, with a 92 percent voter turnout.

## Union Wins Balloting In Washington, D.C.

Teachers chose the Washington Teachers Union over the District of Columbia Education Association last month by a vote of 3,540 to 2,119. Ballots for neither group totaled 74, and about 220 contested or absentee ballots went uncounted.

The day following the election, the undaunted DCEA was on Capitol Hill testifying in support of teacher retirement and leave bills.

## Louisville Association Recognized by Board

In Kentucky, the Louisville Education Association has been officially recognized as the exclusive representative for all Louisville teachers. The city's board of education approved a representation agreement in March.

The agreement recognizes LEA as the majority membership organization, calls for negotiation on a broad list of subjects including salary and welfare as well as curriculum and instructional materials, and sets up an advisory mediation panel to resolve impasses.

# NAMES IN THE NEWS

**A. L. Gallop,** executive secretary of the Minnesota Education Association, was elected 1967-68 chairman of the NEA Legislative Commission. He succeeds **William H. Hebert,** executive secretary of the Massachusetts Teachers Association. The Commission elected **Frances Carnochan,** guidance counselor, Trenton (New Jersey) High School, as vice-chairman for the coming year. Two new members appointed to the Commission by the NEA Executive Committee are **George W. Corrigan,** school administrator, New Haven, Connecticut, and treasurer, Connecticut Education Association, and **Georgia Roffler,** elementary school teacher, Spokane, Washington, chairman of the Washington Education Association's federal relations committee. The new members replace Mr. Hebert and **Adron Doran,** whose terms expire June 30. Dr. Doran, a past Commission chairman, is president of Morehead (Kentucky) State University. . . . NEA Executive Secretary **William G. Carr** was recently named a Fellow, honoris causa, of the College of Preceptors, the oldest organization of teachers in England. The awards are given annually to about eight persons eminent in education. In naming Dr. Carr to the 1967 list of Fellows, the College cited him for the "valuable contribution you and your association are making in education to America, and consequently to education everywhere.". . . **Ed. Henderson** is retiring in August after 18 years as executive secretary of the Florida Education Association. . . . **Arthur F. Corey,** executive secretary of the California Teachers Association, is retiring after 20 years of service to CTA. . . . **Kenneth Eugene Preston,** executive secretary of the Saginaw (Michigan) Education Association, will become NEA North Central States regional representative on June 12, with his office located in St. Paul, Minnesota.

# Elementary Principals Endorse Assessment

**A Salute to William G. Carr**

On the final day of the 1967 meeting of the NEA Department of Elementary School Principals, **Andrew D. Holt** (right) presented a DESP citation of appreciation to NEA Executive Secretary **William G. Carr,** who retires August 1. The citation honors Dr. Carr for his role as scholar, education statesman, champion of the international view, association leader, and teacher. In addition to University of Tennessee President Holt, other speakers honoring Dr. Carr at the session included Sarah C. Caldwell, Akron, Ohio, classroom teacher; Sir Ronald Gould, president of the World Confederation of Organizations of the Teaching Profession; and Tai Si Chung, secretary general of the Korean Education Association. Paul Baxter Associates photo

## NEA Department Votes To Support Development, Exploration of Plan

The NEA Department of Elementary School Principals spoke out last month in support of national assessment of education. At the department's annual meeting, held in Boston April 8-12, members adopted a resolution saying that DESP "encourages efforts to develop and explore the effectiveness of a variety of measuring instruments as ways of (1) adding to our knowledge about the effectiveness of our current programs; (2) offering guidelines for continued study and improvement of educational programs; and (3) supplying the public with information that is readily understandable and is research-documented."

DESP also released at the Boston meeting a publication called "National Assessment of Educational Progress: Some Questions and Comments." The publication, prepared in cooperation with the NEA Center for the Study of Instruction, explains the plans developed by the Exploratory Committee on Assessing the Progress of Education and answers criticisms of the assessment program.

National assessment was supported by Ole Sand, director of the NEA Center for the Study of Instruction, in a speech at the DESP meeting. "While the hazards are well known to all of us," he said, "I believe that national educational indices may well be as essential to our schools for the 70's as economic indices are to the businessman."

The more than 6,000 DESP members attending the Boston meeting approved a resolution strongly urging that school principals not be left out of any form of professional negotiation or educational decision making. The resolution says that "such discriminatory practices are inimical to the achievement of a sound comprehensive educational program for children."

Sir Ronald Gould, general secretary of the National Union of Teachers of England and Wales, told the principals at their first general session that every country in the world is increasing its educational commitment. Sir Ronald said the pressures for increasing educational commitment come from industry, which demands more brain power; from parents, who realize their children need skills to get good jobs; and from teachers, who are eager to make present education more efficient.

Because of these pressures, he said, "there never has been a time of greater challenge to education and especially to principals, who are leaders in educational theory and practice at the point where leadership is important. They should accept the challenge and, by using all modern aids and knowledge, make education more efficient and more effective."

## NEA Mutual Fund Grows

As of May 5, the NEA Mutual Fund had total assets of $7,928,000. The net asset value per share was $11.79 and the offering price was $12.03. The number of shareholders on the same date was 7,045.

For a free copy of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

# Twelfth Annual School Bell Awards Honor Magazines, Press, TV, Film

## Coverage of Education Wins School Bells for Sixteen In U.S. Communication Media

Ten national magazines, a weekly national newspaper, two national press services, two television networks, and one motion picture have been named as winners of the 1967 National School Bell Awards. This is the 12th year that communications media have been honored for outstanding and distinguished coverage of education. The award is sponsored by six national organizations in the education field.

Announcement of the winners was made by Lewis R. Applegate, president of the National School Public Relations Association, administrative agency for the awards. Mr. Applegate is director of public relations for the New Jersey Education Association, Trenton.

This year's magazine award winners include *Changing Times, Fortune, Harper's, Redbook, Saturday Review, Look, Newsweek, Saturday Evening Post, Time,* and *U. S. News & World Report.* The weekly newspaper, *The National Observer,* was cited for press coverage, as well as the North American Newspaper Alliance, Inc., and the New York Times News Service.

For its hour-long film, "Revolution in the 3 R's," the American Broadcasting Company won the award for outstanding television viewing, as did the National Educational Television's "The Difference Between Us," a one-hour report on public education in the United States and England.

For the first time, a motion picture was singled out to win this national education award. "Up The Down Staircase," a Warner Brothers screen adaptation of the Bel Kaufman best seller, won a School Bell for its portrayal of a teacher in an inner-city school system. The awards jury previewed the film, made in 1966-67 for release this summer.

Of the five magazines honored for continuous and outstanding coverage of education, *Look* racks up its 12th School Bell Award in succession. In the 11 articles included in their entries, the subject matter ranged from the cheating scandal at the Air Force Academy to a survey of 5 million brain-damaged children, the changing picture on Catholic campuses to the future of education as seen by Marshall McLuhan and George B. Leonard, *Look* West Coast editorial manager.

New to the list of winners is *Time,* which won for continuous and comprehensive coverage by its education department—87 articles were submitted covering education primarily on the college and university levels. This was the second year for *U. S. News & World Report,* cited for continuous coverage involving 27 education stories. *Changing Times* and *Saturday Review* each won this year for the eighth time, and both for continuous coverage.

The national biweekly magazine cited for a single article this year was *Saturday Evening Post,* a nine-time winner, which submitted a survey of campus life in California entitled "I Am a U.C. Student—Do Not Fold, Bend or Mutilate" by Herbert Gold. *Fortune,* a monthly, won for Charles E. Silberman's "Technology Is Knocking at The Schoolhouse Door." *Newsweek* won for its five-page feature on "The New Breed of Teachers." Cited for the fifth time, *Redbook* in a single article compared the Montessori and traditional American nursery schools, and *Harper's* won a School Bell for its article by Russell Lynes appraising junior colleges.

*The National Observer,* winner of the 1965 and 1966 School Bell Award, was honored for its continuing in-depth study of education. The articles submitted are largely the work of reporter Jerrold K. Footlick and covered the innovations in computer teaching devices, national assessment, *de facto* segregation, and the changing role of college professors.

This is the second recognition by the jury for North American Newspaper Alliance, Inc., which won this year for distinguished continuous coverage of education by a newspaper syndicate as reported in two weekly education columns by Benjamin Fine.

Honored for distinguished reporting of education by a news service was the New York Times News Service, which covers 175 U.S. newspapers with a total circulation of 25 million. Hundreds of analytical pieces on education, many by Education Editor Fred M. Hechinger, were moved during the year on such subjects as the problems of drug abuse on campuses, *de facto* segregation, costs of education, the pros and cons of technology, and international exchanges.

The six national organizations which sponsor the National School Bell Awards are: the American Association of School Administrators, Council of Chief State School Officers, National Council of State Education Associations, National Congress of Parents and Teachers, National Education Association, and the National School Boards Association.

**"UP THE DOWN STAIRCASE":** NEA President **Irvamae Applegate** visits the classroom set of "Up The Down Staircase," where Academy Award-winning star **Sandy Dennis** presides in the film cited this year for a School Bell Award. The classroom in the film exactly duplicates those in the New York City high school used for exterior shots, down to desk, files, and blackboards.

## Hollywood Film Wins School Bell For First Time

For the first time in its 12-year history, the National School Bell Award has been given to a Hollywood motion picture, the Warner Brothers screen adaptation of Bel Kaufman's best seller, "Up The Down Staircase," which is scheduled for national release this summer. It was cited for distinguished dramatic interpretation of education.

The $2.5 million production, starring Academy Award winner Sandy Dennis and hundreds of amateur actors straight from the classrooms of New York City, describes candidly and with humor, frustration, and pathos the joys and agonies of a young teacher in an inner-city school.

The optimistic new teacher suffers from a combination of incessant bell ringing, overcrowded classrooms, educational doubletalk, and mountains of memos. She suffers, too, from caring too much about her students, becoming at times hopelessly embroiled in the emotional and personal lives of her charges.

Before she is totally mired by frustration and failure, an incident occurs which restores her faith in her profession and her sense of dignity.

"Up The Down Staircase" was produced in New York City in and out of a big city high school. During the filming last fall, NEA President Irvamae Applegate visited the set and talked with the stars and with producer Alan Pakula and director Robert Mulligan. Authoress Bel Kaufman, who wrote the novel after 17 years in a big-city school system, acted as technical adviser in the making of the film.

### Writing Is Lonely

"Writing is the loneliest kind of business; it's between me and me, and no one else," according to Miss Kaufman. Her love affair with the English language began at the age of 12 when she and her family arrived here from Moscow. Granddaughter of the distinguished Yiddish humorist, Sholom Aleichem, she was surrounded by an erudite, curious, and compassionate family that imbued her with the wonder of life from the time she was born in Germany.

Her love of words is second only to her passion for teaching. She received her regular license to teach English "after several years of trying to pass the oral exams because of a trace of 'foreign melody' " and went on to teach in many kinds of classrooms.

She resigned from teaching briefly to write articles for *Esquire* and numerous other national magazines but was "seduced back into the school system by the exciting youngsters there. I resigned a second time—with a great wrench (I loved those kids!)" and is now teaching at the Borough of Manhattan Community College and giving a course on 18th century English literature at the New School.

"Up The Down Staircase" grew out of a short story she had published earlier in *Saturday Review.* The story, titled "From a Teacher's Wastebasket," is included in the book.

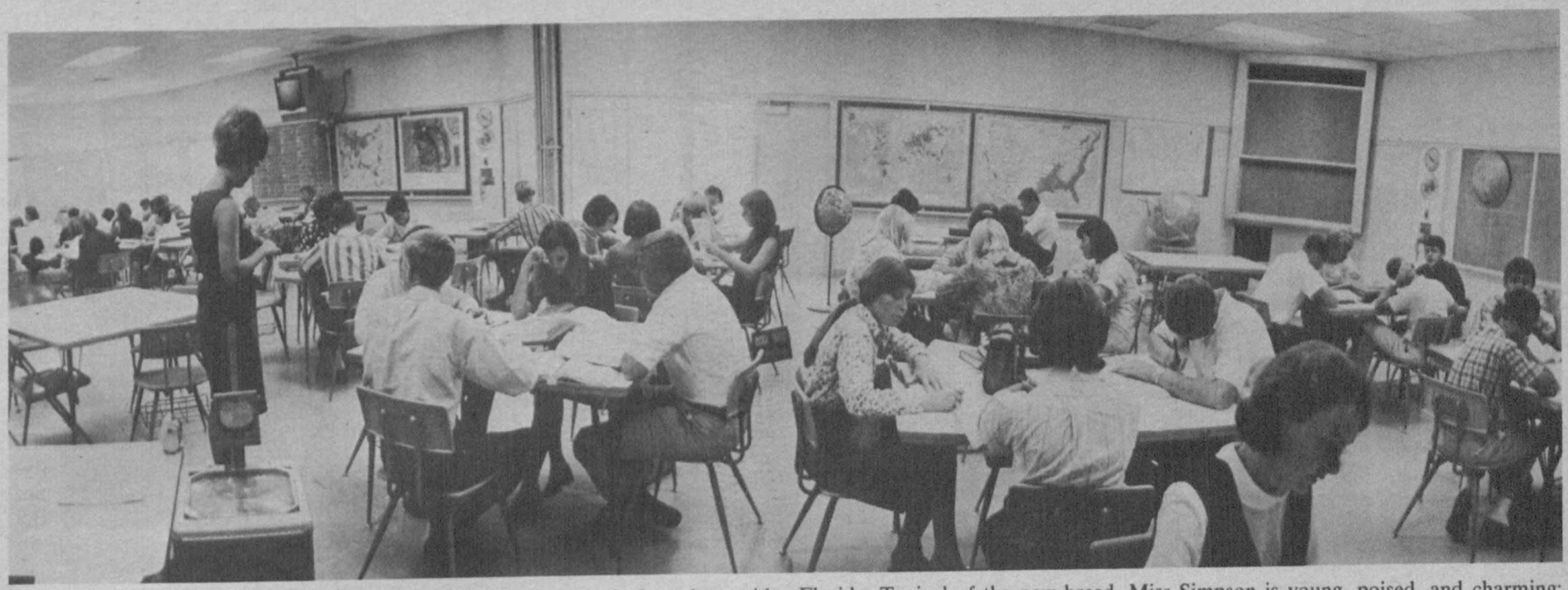
## These Writers Brought School Bell Honors to Their Media

*Herbert Gold*

*Charles E. Silberman*

*Russell Lynes*

*Benjamin Fine*



**NEWSWEEK WINS SCHOOL BELL AWARD:** The new breed of teacher, said *Newsweek* in its School Bell Award-winning five-page education story on September 26, 1966, is dedicated to igniting the mind of the individual pupil. As an example of this new breed, *Newsweek* photographed, **Sandra Martha Simpson** (standing, above) in her history classroom in Nova High School, Fort Lauderdale, Florida. Typical of the new breed, Miss Simpson is young, poised, and charming; and despite the technological equipment available to her in this well-equipped school, she, like every teacher, must carry the burden of "igniting" the students. The key to good teaching today, the magazine points out, is not the drilling of facts, but the ability to make students probe for answers. Newsweek photo (Phil MacMullan)

# American Broadcasting Co. Wins Seventh School Bell, Education TV Wins Second

The American Broadcasting Company, recipient of a 1967 National School Bell Award, has been so honored seven times before. This year's award was given for distinguished interpretation of education in the single documentary, "Revolution in the 3 R's," an hour-long film produced by David Wolper Productions in association with ABC News and aired April 7, 1966.

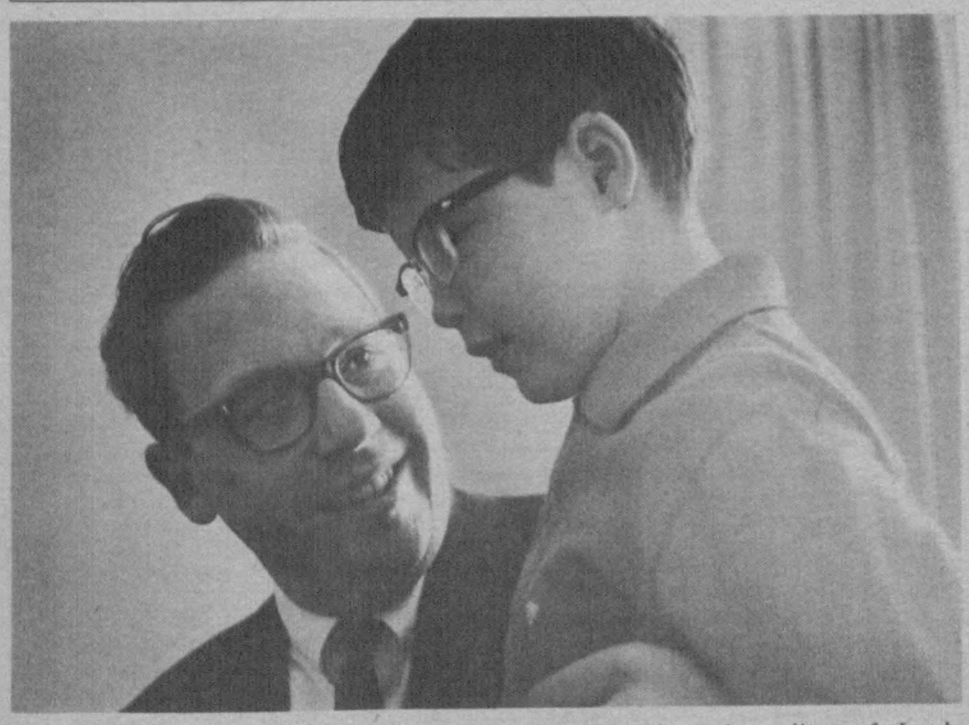
Actor Van Heflin narrated and hosted the documentary, which focuses attention on the experimental uses of computers and programers designed to free teachers of burdensome detail.

The film concludes that "there is still a place for the inspired teacher, and since he or she is relieved of much of the tedium of the old methods, he can work with the individual child who needs help. Giant strides are being made from elementary training straight through the grades. We may look forward to education breakthroughs from year to year. This is truly a revolution."

National Educational Television and producer-director-writer Dan Klugherz produced, directed, and wrote the N.E.T. prizewinner, "Marked for Failure," which was honored by a School Bell Award in 1965. This year's entry, "The Difference Between Us," is a one-hour report on secondary education in the United States and England. Premiered on the N.E.T. network on April 20, 1966, the film compares and contrasts the two systems on such questions as separation of bright children from the average, freedom of expression vs. strict factual learning, discipline, uniform attire, and classroom behavior.

One of the two main speakers in the film, George Bereday, professor of comparative education at Columbia University's Teachers College in New York City, summarizes: "In America we do not know which way we are going. We only devote our efforts to insuring that we have a momentum. Theirs (the English) is an orderly society; ours is an open society. This is the difference between us."

**EDUCATIONAL TELEVISION WINNER:** This mathematics master in a London school parleys questions to his students in a scene from National Educational Television's documentary, "The Difference Between Us." The documentary, which won a School Bell Award, compares and contrasts U.S. and British free secondary schools.



**LOOK MAGAZINE WINS AGAIN: Charles Mangel,** senior editor of *Look*, speaks with a student at Vanguard School in Haverford, Pennsylvania. Mr. Mangel's article about the school and its battle to aid children with learning disabilities helped *Look* win its 12th School Bell Award in as many years.

# Look Magazine Captures 12th Award In 12 Years of School Bell Competition

For 12 consecutive years *Look* magazine has won a National School Bell Award in the weekly and biweekly general circulation magazine category for its continuous coverage of education.

The 11 articles submitted to the awards committee for 1966-67 demonstrate again the comprehensiveness of *Look* reportage, which this year treated all phases of education from nursery school through college.

The editors say that a November 15, 1966, article brought in the biggest flood of favorable responses of any education story published this year. The article, "Bobby Joins His World: 5 Million Brain-Damaged Children Can Be Helped," was written by Senior Editor Charles Mangel. His poignant account of one little boy's struggle to crawl out of the snake pit was vividly photographed by Charlotte Brooks. The story was written, according to *Look* editors, to alert the American people to the ugly fact that the nation's brain-damaged children are not getting the treatment they need.

In a lighter vein, Daniel Chapman and photographer Brooks produced a photo-story about Mona Dayton, 1966 National Teacher of the Year, for the April 19, 1966, issue.

Among writers who have contributed education articles to *Look* this year is Christopher Wren, whose stories "What Better Schools Will Cost," and "The Case for the Small College," written in collaboration with Bob Lerner, are included in the entries.

Another is Richard Horchler, who wrote "The Time Bomb in Catholic Education," published in the April 5, 1966, issue.

*Look* senior editor, Ira Mothner, and photographer Douglas Jones, in another entry, declared that "The Jam Starts at Nursery School." They observed that "on the education scene, competition and the shortage of top-rate nursery schools spread anxiety from ambitious parents to children who should be enjoying the wonders of childhood." The article urged that more schools be formed for children who are gifted.

Among other education articles published by *Look* last year were "The Case For Not Going to College," by Jane Griffin with Daniel Chapman and Charlotte Brooks, published November 29, 1966, and "The Moment of Learning—What Your Child Can Teach His Teacher," by George B. Leonard and Paul Fusco, published December 27, 1966.

# Resolutions Editing Group Issues Preliminary Report For Pre-Convention Debate

On April 20-22, the Editing Committee of the NEA Resolutions Committee prepared its Preliminary Report on Platform and Resolutions. The Editing Committee acted, as it does each year, on the basis of a compilation of suggestions and resolutions received from local and state affiliates, NEA units, and NEA officers and directors.

The Resolutions Committee will present a final draft of resolutions for vote at the Minneapolis Convention.

In the resolution on Federal Support of Public Education, the Editing Committee proposes additions stating:

- That evaluation of existing federal programs should be primarily a state and local responsibility
- That expansion and amendment to existing laws should be general rather than categorical in nature
- That the amount of aid should be generally predictable for long-range planning and specifically predictable for year-to-year planning
- That federal programs should be administered by a cabinet-level Department of Education and, pending the establishment of such a department, by the U.S. Office of Education.

### Educational Opportunity

As proposed by the Editing Committee, the 1967 resolution on Expansion of Educational Opportunity would "recommend that support be sought at all levels of government to extend the opportunity for education at public expense downward to the age of four. In programs properly designed for children of these ages, schools can join with and enrich the efforts of home and family in educating children."

On Urban Problems, the Committee asks whether the resolution can and should be strengthened by dealing with such specifics as resegregation, fair housing, the relationship of the teacher's respect for pupils to the education of the disadvantaged, the National Teacher Corps, and the Model Cities Project.

### National Assessment

The Editing Committee is proposing one 1967 resolution on a new subject —the impending national assessment of educational progress. The committee believes that any national assessment should:

- Be helpful to local schools, school districts, and state education agencies, and not merely to Congress for purposes of deciding on new categorical aids
- Have the effect of making curriculum more flexible, rather than of setting curriculum for schools everywhere
- Guarantee public control of education, rather than increase the power of private groups to control the schools
- Encourage teachers to meet individual needs and to seek the deeper long-range goals of education, rather than make them tend to interpret curriculum as the pursuit of fact accumulation, to teach for the assessment, and to teach for centrally set goals.

The Committee believes that national assessment, as presently proposed, would not satisfy these principles. The Committee requests the guidance of NEA members on its principles and its conclusion.

The Committee also makes proposals on transferring certain resolutions to the NEA Platform, on the requirement that department members belong to NEA, on the failure to discharge the will of the Representative Assembly in the matter of a change in the NEA Charter, and on many other matters.

The Resolutions Committee will welcome comments from NEA members on the above subjects and all other matters pertaining to NEA resolutions. It will also honor requests from local affiliates for a copy of the Preliminary Report of the Editing Committee. Write to NEA Resolutions Committee, NEA Center.

## NEA Cooperates In Project To Train Leadership

NEA's Center for the Study of Instruction—in cooperation with the Anniston, Alabama, city schools and the Montgomery County, Maryland, public schools—is launching a new educational leadership training center. This unique project, financed under Title III of Public Law 89-10 via the U.S. Office of Education, is designed to plan in a comprehensive and rational way for a school program and for a future setting for that program.

A key part of the project is a "living laboratory" that will be provided by the schools of Montgomery County, Maryland. The project will be carried on concurrently in Alabama, Maryland, and Washington, D.C., utilizing the administrative and disseminating resources of an office in the Nation's Capital.

Cooperating in the program are Auburn University, the Alabama Education Association, the Alabama State Teachers Association, the Maryland State Teachers Association, and NEA-affiliated local associations in Anniston and Montgomery County.

The estimated expenditure for the project's first year of operation is $211,000.

## *IDAHO STUDY . . .*

(Continued from page 1, column 1)

children. The IEA resolution adds that the 1967 state legislature appropriated insufficient funds for educational purposes and placed the burden of financing the public schools back on the local property taxpayer.

The 1964 NEA study committee urged the Idaho legislature to realize that "many greatly needed changes and advances are impossible in Idaho without more nearly adequate financial support for education." The committee also said that "in all school districts —and particularly in the isolated rural communities—inadequate funds and severely limited plant facilities have forced the school systems to limit their offerings to skeletal programs of basic courses."

Six survey teams took part in the 1964 Idaho study, made at the request of the state association.

**Teacher of the Year at NEA Center**

National Teacher of the Year **Roger Tenney** (left) of Owatonna, Minnesota, was guest of honor at a reception given by the NEA Department of Classroom Teachers on April 20 at NEA Center. With Mr. Tenney at the DCT reception above are NEA President **Irvamae Applegate, Mrs. Roger Tenney,** and **Duane Mattheis,** Minnesota commissioner of education. The National Teacher of the Year program is sponsored by *Look* magazine and the Council of Chief State School Officers. DCT is one of several educational organizations and institutions represented on the selection committee. Mr. Tenney, who is vocal music director of Owatonna Junior-Senior High School, was selected for his ability to stimulate growth in his students and for making "winning a place in the choir as thrilling as getting the quarterback's job on the football team." President Johnson presented the National Teacher of the Year Award to Mr. Tenney in White House ceremonies that included the 81-voice Owatonna school choir.

**Future Teachers (and Artists) of America**

Standing in front of their entries in the Future Teachers of America art exhibit at NEA Center last month are the first-place winners, **Melissa Dean** (second from left), Fairfield Junior High School, Sandston, Virginia, and **Barbara Owen** (second from right), Fulton High School, Knoxville, Tennessee. With them at the reception honoring the winners are **Barbara Gladysiewicz** (left), NEA staff assistant for FTA; NEA President **Irvamae Applegate;** and **Mrs. John J. Duncan** (right), wife of the congressman from Knoxville. More than 200 entries were submitted by FTA chapters for the exhibit. The competition was sponsored by the national FTA office, a unit administered by NEA's National Commission on Teacher Education and Professional Standards. Each work represented the 1967 Teaching Career Month theme, "Teach Me."

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Indiana State Teachers Association | Fort Wayne Community Schools |
| • Maryland State Teachers' Association | Baltimore City Public Schools |
| • Massachusetts Teachers Association | Chicopee Public Schools |
| • New Jersey Education Association | Jersey City Public Schools |
| • New Jersey Education Association | Union Beach Public Schools |
| • Ohio Education Association | Struthers Public Schools |

On April 25 the Florida Education Association withdrew sanctions imposed on the school system of Marion County. The decision was made after action was taken which will permit the conditions of professional service to improve substantially.

Sanctions were removed from the Bergen County Vocational and Technical High School by the New Jersey Education Association on April 26, to be effective June 17. According to NJEA spokesmen, the action was based on assurances that agreement had been reached on a reasonable procedure for negotiations.

The New Jersey Education Association has announced that both the Camden Education Association and the Camden board of education have agreed to a moratorium period so that negotiations can continue on salary schedule and personnel policies in a less tense atmosphere. The board agreed that during this period it would not continue its plan to withhold salary on teachers who had submitted medical statements during a two-day mass absence in January.

The New Jersey Education Association lifted sanctions on the Woodbridge Public Schools April 20 after the school board accepted a 27-point memorandum of agreement with the local education association.

# CURRENT

## What's Going On in TV, Radio, Press, and National Magazines

### Television

(*All times are Eastern Daylight*)

**"Michelangelo: The Last Giant," Part II—Sunday, June 4, NBC-TV, 6:30 P.M.** With Jose Ferrer as narrator and Peter Ustinov as the voice of Michelangelo.

**"I, Leonardo da Vinci"—Thursday, June 1, ABC-TV, 10 P.M.**

**Discovery '67—Sundays, ABC-TV, 11:30 A.M.** *June 4:* "America's Jungle Wilderness: The Everglades." *June 11* and *June 18*: "Discovery Goes to Finland," Parts I & II. *June 25*: "Discovery Goes to London."

**Frontiers of Faith—"The Church and the Ages of Man," Sundays, NBC-TV, 1:30 P.M.** *June 4*: "The Teens." *June 11*: "The College Years." *June 18*: "The Young Singles." *June 25*: "The Young Marrieds."

**The 21st Century—Sundays, CBS-TV, 6 P.M.** *June 4*: "To the Moon." *June 11*: "A Trip from Chicago," future modes of transportation. *June 18*: "Mystery of Life," genetics and creative biology. *June 25*: "The Remarkable Schoolhouse."

**"Gauguin in Tahiti: The Search for Paradise"—Tuesday, June 6, CBS-TV, 10 P.M.** CBS News explores the truth behind the legend of Paul Gauguin.

**"Expo '67"—Wednesday, June 7, NBC-TV, 9 P.M.** Special on the Canadian international exposition.

**"Journey to the Center of the Earth"—Wednesday, June 7, ABC-TV, 9 P.M.** Adaptation of the Jules Verne book.

**Summer Focus—Thursday, ABC-TV, 10 P.M., June 8**: "Young Drug Users," ABC News Special.

**"The Legend of Mark Twain"—Sunday, June 11, ABC-TV, 4 P.M.** David Wayne stars.

**"You're in Love, Charlie Brown"—Monday, June 12, CBS-TV, 8:30 P.M.** Charles Schultz' comic strip characters during the last days of school.

**"Anatomy of Pop: The Music Explosion"—Thursday, June 15, ABC-TV, 10 P.M.** ABC News special.

**The Smithsonian—Sundays, beginning June 18, NBC-TV, 6:30 P.M.** (Repeats)

**Animal Secrets—Sundays, beginning June 18, NBC-TV, 7 P.M.** (Repeats)

**"The Learning Process"—Wednesday, June 21, NBC-TV, 9 P.M.** NBC News special examining the scope and magnitude of American education.

**"Of Human Bondage"—Sunday, June 25, ABC-TV, 9 P.M.** Filmed adaptation of the novel by W. Somerset Maugham.

**"1776"—Thursday, June 29, ABC-TV, 10 P.M.** Saga of Western Man re-creates the time of the American Revolution.

### Magazines

(*June issues*)

**Current**—"The Future of Teaching," by William Arrowsmith. A chapter from "Improving College Teaching," published by the American Council on Education, urging a radical separation of liberal education from university research.

**Harper's**—"Law Schools: The Thinking Man's Bastion," by Martin Mayer. Survey of 34,000 male college seniors, 1,200 of whom went on to study law, gives high praise to caliber of classroom teaching offered in nation's law schools.

**Ladies Home Journal**—"Is Your Child in the Right Grade?" by Louise Bates Ames of the Gesell Institute of Child Development.

**McCall's**—"The Missing Element: Moral Courage," by Barbara W. Tuchman, deplores permissiveness of educators as an abdication of responsibility.

**Parents'**—"The Fight for Integrated Schools Goes On." Success stories from Palo Alto and other communities.

**Seventeen**—"Summer Jobs" are suggested for students.

**Woman's Day**—"Woman at the Wheel," by Julie Candler, describes driver education courses for teen-agers.

# Six Candidates Running for NEA Offices

## ELIZABETH D. KOONTZ

**For Vice-President (President-Elect)**

Mrs. Koontz, teacher of mentally retarded in Salisbury, N.C., holds A.B. and M.A. degrees with additional graduate work at North Carolina College, Columbia, and Indiana.

"Libby" was: NEA-DCT president, vice-president, and secretary; PR&R Commission vice-chairman; NEA Mutual Fund secretary; appointed by President Johnson to National Advisory Council on Education of Disadvantaged Children; DCT representative as guest of West Berlin Teachers.

She has served on numerous committees and conferences: Governor's Committee on Status of Women; Dartmouth Conference in the Soviet Union; and Advisory Committee to National Urban League. Memberships include: NEA Life; NCTA and Council on Human Relations, Civic League; and AAUW. Named Woman of the Year by her chapter of Zeta Phi Beta, she received the American Women's Service Award, Alpha Kappa Alpha.

## HELEN BAIN

**For Executive Committee**

The Metropolitan Nashville Education Association and the Tennessee Education Association have nominated Helen Bain for reelection to the NEA Executive Committee. Mrs. Bain's election to the NEA Executive Committee in 1965 climaxed a twenty-year career of service to her profession at all levels—local, state, regional, and national.

On the national level, Mrs. Bain served as a member of the Screening Committee to select a new executive secretary for NEA; served as president of the National Council of Urban Education Associations and as a member of the committee to set up the Urban Project; and was chairman of the Regional Faculty Desegregation Conference for the states of Tennessee, Alabama, Mississippi, and Missouri.

Mrs. Bain, who holds degrees from Peabody College and the University of Michigan, is a classroom teacher.

## *INCOME TAX . . .*

(Continued from page 1, column 3)

be entitled to deduct the expenses incurred in securing the *bachelor's* degree. Previously, the Internal Revenue Service had not permitted the deduction of the expenses of securing a master's degree by a teacher without permanent state certification.

Also notable in the new regulations is the elimination of the disqualification for deduction of the expenses of education which would qualify the teacher for a change in professional status from teacher to principal. The former regulations denied the deduction if the "primary purpose" of the education was to obtain "a new position" or "substantial advancement in position." The new regulations expressly provide that the change in duties from classroom teacher to principal is *not* a change which would preclude the deduction.

The new regulations also liberalize the deduction for the expenses of travel as a form of education." Under the former regulation, such expenses were presumed to be nondeductible, as primarily personal in nature. A new standard has been set forth which will allow the deduction for expenses of travel "that is directly related to the duties of the individual in his employment" and if "the major portion of the activities during such period is of a nature which directly maintains or improves skills required by the individual in such employment."

The new regulations, realized through NEA efforts, will both simplify the rules and expand appreciably the opportunities for legitimate deduction of educational expenses of teachers. They represent a dramatic gain for the teaching profession.

**NEA Standing Rule 10, "Advance Filing and Publicity," makes the following provisions:**

**"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the Executive Secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.**

**"The Executive Secretary of the NEA shall cause to be published in the *NEA Journal* and NEA REPORTER a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1. . . ."**

**The REPORTER here presents the pictures and biographical statements (submitted by their sponsors) of one candidate for vice-president (president-elect) and five candidates for two seats on the Executive Committee whose sponsors have met the requirements stipulated in Standing Rule 10.**

## LOUISE BENNETT

**For Executive Committee**

Louise Bennett has served the Utah Education Association for the past decade with charm and dignity and was its president during the most critical period in its history. She has also been UEA vice-president and president-elect, president of the UEA Elementary Section, and a member of the UEA Board of Trustees. In these various capacities, she gave direction and counsel to other officers and trustees and to local presidents. At the local association level, she has been a board member, vice-president, and chairman of various committees.

A curriculum director, she was a group leader for the NEA Professional Priorities Study Committee and for the past several years has served on the Professional Rights and Responsibilities Commission of the National Education Association.

She holds B.S. and M.E. degrees from the University of Utah and Brigham Young University respectively.

## ALFRED G. CORDOVA

**For Executive Committee**

Alfred Cordova, fifth grade teacher from Albuquerque, N. Mex., seeks reelection to the Executive Committee.

As Executive Committeeman, Alfred sought to carry out the mandates of the Representative Assembly, including additional classroom teacher appointments to committees and commissions, establishment of a system of professional negotiations, and responsible application of sanctions when necessary.

Alfred served on the Legislative Task Force, attended the State Department's "Forum on Foreign Policy for Educators," the 1965 DCT Thanksgiving Conference, and served on the DCT Advisory Council. He has been an active participant in local, state, and national associations.

Alfred has remained active in his local and state associations. He holds A.B. and M.A. degrees and has completed much postgraduate work in sociology, guidance, and administration.

## HELEN KRAUSE

**For Executive Committee**

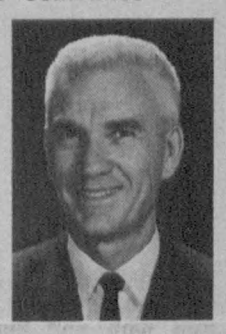
A high school classroom teacher in Lincoln, Nebr., Mrs. Helen Krause has been active in her local and state organizations and has held numerous offices in each. She has served back-to-back terms as president of the Lincoln Education Association, Nebraska's second largest local. In addition, she is immediate past president of the Nebraska State Education Association.

Nationally, she has served on a special Professional Rights and Responsibilities Committee and the NEA and DCT Resolutions Committees. She has served as a delegate to TEPS conferences and NEA conventions and workshops. She is now treasurer of the National Council of Urban Education Associations.

Helen considers the unification of the profession and the implementation of portions of the NEA Development Project recommendations to be the immediate needs of the NEA.

## ANDREW J. MITCHELL

**For Executive Committee**



Andrew Mitchell has been in elementary and secondary teaching, administration, and professional activities for some seventeen years, holds a master's degree in educational administration, and is currently principal of the Boulder City Elementary School, Boulder City, Nev.

Professionally: Andy has served as president of the Nevada State Department of Classroom Teachers, the Nevada Department of Elementary School Principals (also member of the Board of Directors), and the Nevada State Education Association.

Nationally: Andy was a member of an elementary evaluative team for the State Department of Brazil, recipient of a Fulbright Exchange Scholarship to Norway and England, vice-president of the NEA Department of Elementary School Principals, and is serving on the DESP Evaluation Committee and as a member-at-large of the DESP Executive Committee.

### Correction

In the April 21 REPORTER, an item describing the teacher rights case involving Anna Belle Wilson and the Flour Bluff (Texas) Independent School District said that Miss Wilson had to appear before the school board without counsel. Miss Wilson did have legal counsel at her hearing.

Miss Wilson's case was one of several described because it involved the support of the NEA DuShane Fund for Teacher Rights.

*Minneapolis Program*

# Day-by-Day Events of the 1967 Convention

**SUNDAY, July 2**

9:00 A.M. Registration and Exhibits Open
Consultant Services Open
2:00 P.M. State Delegation Meetings
3:30 P.M. Open Hearings:
NEA Budget Committee,
NEA Bylaws and Rules,
NEA Resolutions Committee
8:00 P.M. First General Assembly

**MONDAY, July 3**

9:30 A.M. Classroom Teachers Department
Educational Secretaries
10:00 A.M. Elementary-Kindergarten-Nursery Education
Higher Education
Home Economics
Joint Meeting of School Administrators, Rural Education, and Supervision and Curriculum Development
Vocational Education
12 noon Luncheons:
Elementary Principals
Administrative Women in Education
Women Deans and Counselors
Resolutions Committee
2:00 P.M. Supervision and Curriculum Development
Educators Fund Management

**TUESDAY, July 4**

7:30 A.M. State Delegation Breakfasts
8:00 A.M. State Delegation Meetings
9:45 A.M. First Business Session

Minneapolis—1967 NEA Convention City

12:30 P.M. Art Education Association Luncheon
Book and Author Luncheon
2:00 P.M. Audiovisual-School Librarians (Joint Meeting)
Business Educators
Exceptional Children
Foreign Languages
Health, Physical Education, and Recreation
Industrial Arts
Journalism
Librarians
Mathematics
Music
Rural Education
Safety
School Public Relations
Science
Social Studies
Speech
8:00 P.M. Second General Session —in Honor of William G. Carr

**WEDNESDAY, July 5**

7:30 A.M. State Delegation Breakfasts
8:00 A.M. State Delegation Meetings
9:45 A.M. Second Business Session
12:30 P.M. Luncheons:
Alpha Delta Kappa
Delta Kappa Gamma
Kappa Kappa Iota
Phi Delta Kappa
Pi Lambda Theta
2:30 P.M. Commissions, Committees, and Council:
Citizenship
Credit Unions
Educational Finance
Educational Policies
Educational Travel
International Relations
Legislative Commission
Local Associations
Professional Ethics
Professional Rights and Responsibilities
Special Services
Teacher Education
Teacher Retirement
NEA-American Library Association
NEA-American Medical Association
NEA-Magazine Publishers
NEA-American Legion, Textbook Publishers, Congress of Parents and Teachers, School Boards
NEA Development Project—Next Steps
6:00 P.M. Pacemakers Awards
Minnesota Teachers Night

**THURSDAY, July 6**

7:30 A.M. State Delegation Breakfasts
8:00 A.M. State Delegation Meetings
9:45 A.M. Third Business Session
2:00 P.M. Exhibits Close
2:30 P.M. Fourth Business Session
8:00 P.M. Fifth Business Session

**FRIDAY, July 7**

7:30 A.M. State Delegation Breakfasts
8:00 A.M. State Delegation Meetings
Polls Open for Election of Officers
9:45 A.M. Sixth Business Session
12:00 noon Registration Closes
2:30 P.M. Seventh Business Session
3:00 P.M. Polls Close
8:00 P.M. Eighth Business Session and Third General Assembly
10:00 P.M. NEA Reception for New Officers

## *105th CONVENTION . . .*

(Continued from page 1, column 4)

Dr. Applegate will turn the presidency over to Braulio Alonso, a high school principal in Tampa, Florida.

Elections for president-elect and two executive committee members will be held July 7.

Friendship Night, when delegates may meet the NEA president and candidates for NEA office, will be held Monday night. A reception for new officers will follow the closing session Friday evening.

### Carr, Lambert To Speak

William G. Carr, NEA executive secretary, will deliver his 15th and final annual report on July 4. Dr. Carr, who will retire August 1, will be succeeded by Sam M. Lambert, now assistant executive secretary for information services. Dr. Lambert will address the assembly on Friday evening.

One day during the Convention—Tuesday, July 4—will be designated Teacher Rights Day.

The NEA Department of Classroom Teachers will begin its executive sessions Friday afternoon, June 30, and hold its representative assembly meetings on Saturday, July 1, and Monday, July 3.

Wednesday, Minnesota Teachers Night, is left open for members to spend the evening with friends or participate in several social events. Three possibilities are suggested by the local committee. Tickets for one of these, the Minneapolis Symphony Orchestra, may be purchased at the NEA Ticket Booth at the Convention site. Tickets for the other two, a play ("Harpers Ferry," at the Tyrone Guthrie Theatre) and a baseball game (Twins vs. Yankees), should be ordered in advance (an order form is at right).

### Departmental Meetings

NEA departmental meetings are scheduled for Monday morning and afternoon and for Tuesday afternoon. The National Business Education Association will be observing its 75th year as a department of the NEA.

Most committees and commissions will meet on Wednesday afternoon. They will consider such topics as understanding your local budget, travel as a developing form of in-service education, teacher responsibilities in an age of turmoil, and public aspects of teacher strikes.

On Wednesday afternoon local associations have scheduled six discussion groups on various aspects of "The Local Association Accepts Full Professional Responsibility."

Individual consultations will be available to Convention participants in such areas as field services, legislation, membership, NEA DuShane Fund for Teacher Rights, salary, special services, travel, and urban services.

## *Major Meetings Scheduled Before and After NEA Convention July 2-7 in Minneapolis*

Major meetings scheduled immediately before and after the 1967 NEA Convention in Minneapolis include the following:

June 25-30, Brainerd, Minnesota, Workshop of State Education Editors.

June 25-July 3, St. Paul, 11th Annual Student NEA Summer Conference.

June 27-30, St. Paul, state TEPS chairmen and consultants, National Commission on Teacher Education and Professional Standards, NEA.

June 29-July 1, St. Paul, workshop, NEA Department of Elementary-Kindergarten-Nursery Education.

July 1, St. Paul, Year of the Non-Conference national rally, National Commission on Teacher Education and Professional Standards.

July 1, Minneapolis, National Council of State Education Associations.

July 9-13, Minneapolis, National School Public Relations Association, NEA.

July 9-21, Bemidji, Minnesota, national conference, NEA Department of Classroom Teachers.

*cut here and mail*

Order Form—Minnesota Teacher Night

**NEA CONVENTION**
**July 5, 1967**

TO: Tickets
Attention: Mr. James Carlin
41 Sherburne Ave.
St. Paul, Minnesota 55103

Please reserve the following tickets for me:

_____ Tyrone Guthrie Theatre tickets @ $3

_____ Minnesota Twins vs. New York Yankees @ $2.50 (Reserve Grandstand; night game)

Name _____

Street _____

City _____ State _____ Zip _____

Make your check payable to: 1967 NEA Local Fund

# Florida Schools Under State and NEA Sanctions


# NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 6, NO. 6 | JUNE 16, 1967 | 7 | WASHINGTON, D.C.


## Florida Politicians Urged To Support Improved Schools

The deterioration of the climate for public education in Florida has led to the invoking of sanctions by both the Florida Education Association and NEA.

FEA invoked two sanctions May 24, then added three more on June 3. The NEA Executive Committee invoked two sanctions on June 5. One sanction censures Florida Gov. Claude Kirk, Jr., and "those legislators who support his program as it applies to the schools." The second sanction asks members of the teaching profession not currently under contract to teach in Florida public schools to refrain from seeking such employment "until the Governor and the legislature provide substantial additional financial support for education."

**Further Steps Possible**

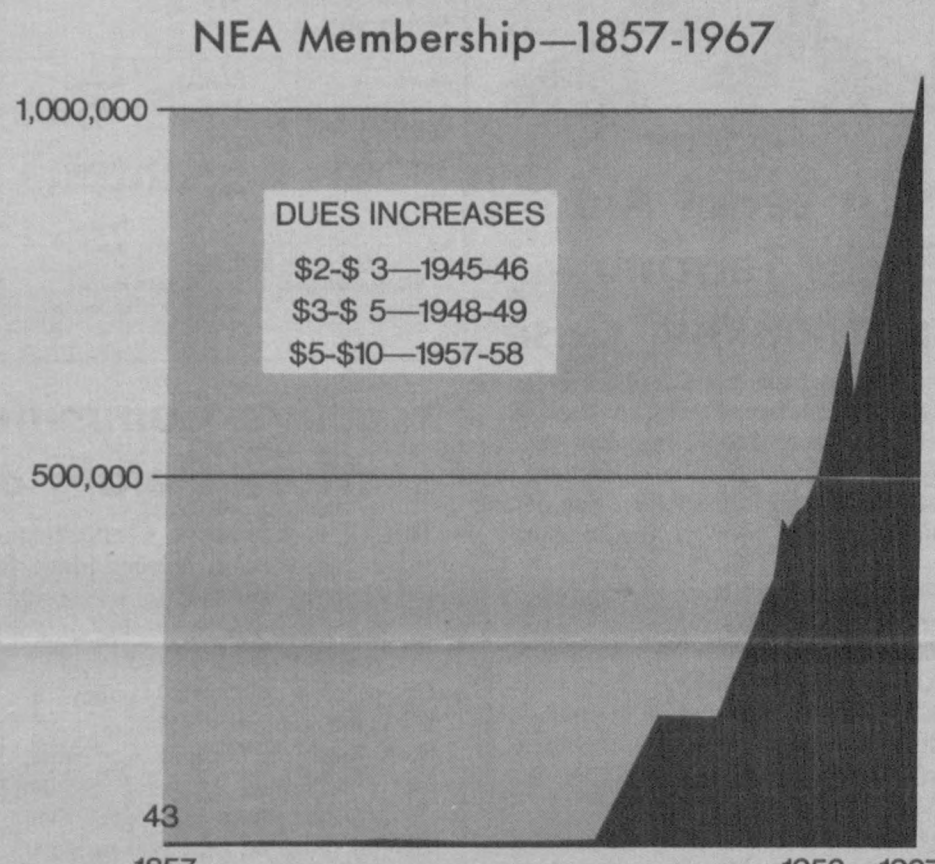
The Executive Committee added that "educators who accept employment in the Florida schools will be subject to charges of violation of the Code of Ethics of the Education Profession." The committee said that it would take further steps "unless state officials promptly assume positive leadership."

The five FEA sanctions call for:

- Censure of the governor for

(See FLORIDA SANCTIONS, page 4)

# NEA Membership at 1,028,456 As Another Record Year Ends; 1966-67 Growth Tops 42,000




## Ninth Consecutive Year of Surge In NEA Numbers

NEA membership, which swept by the one million mark in March, totaled 1,028,456 on May 31. The year-end total represents an increase of 42,343 over 1966, a 4.3 percent boost. The gain also means the ninth consecutive year of substantial NEA membership expansion.

Two states—Minnesota and Oregon—became eligible for a second NEA director by achieving an NEA membership exceeding 20,000.

Twenty-two states or membership areas achieved their 1966-67 fair-share membership goals. Fourteen of them reached this goal since the mid-year membership report on December 31. The 14 are: Alabama, Delaware, Florida, Idaho, Kansas, Montana, New Hampshire, New Mexico, Oregon, South Carolina, Tennessee, Washington, West Virginia, and the Overseas Dependents Schools.

**A state-by-state breakdown of NEA membership appears on page 4.**

Hawaii exceeded its fair-share goal by 11.5 percent. Alaska, Florida, and Utah topped their goals by 8 percent or more. Others going over their goals are Kentucky (6.5 percent over), Nevada (5.3 percent), Wyoming (4.7 percent), Overseas Dependents Schools (4.1 percent), South Carolina (3.3 percent), and Kansas (3 percent).

Mississippi topped all other states in percent of growth with a 24.9 percent increase in NEA members. Hawaii (14.9 percent) and Florida (14.8 percent) were next.

The trend to unification, local, state, and national, continued during the 1966-67 membership year. Michigan, which becomes unified on July 1, will be the ninth unified state. The other eight unified states are: Oregon (unified in 1944-45), Hawaii (1945-46), Montana (1945-46), Arizona (1947-48), Idaho (1947-48), Nevada (1949-50), West Virginia (1959-60), and Washington (1963-64).

In addition, at least five more states—Minnesota, Colorado, New Mexico, Massachusetts, and Rhode Island—are committed to unification in the near future.

Local associations have followed and in some cases led in unification action in several states. NEA now has unification agreements with 24 local

(See NEA MEMBERSHIP, page 4)

# Junior College Faculty Association Begun; Charter To Be Presented in Minneapolis

The National Faculty Association of Community and Junior Colleges was organized in Washington, D.C., on May 28. "A national professional association for junior college instructors is now a reality," said Alan G. Stratton from Dade County Junior College, Miami, Florida, the first NFA president.

Elected to the NFA board of directors with Mr. Stratton are: Nelson Burton, Massachussetts Bay Community College, Watertown; Lawrence Easter, Clark Community College, Vancouver, Washington; James Findley, Mount San Antonio College, Walnut, California; John Petersen, Cabrillo College, Aptos, California; Norbert Schommer, Wilbur Wright Community College, Chicago; and Robert Whiting, Jackson (Michigan) Community College.

The National Faculty Association will be associated with NEA and with the Association for Higher Education. Robert W. Miner, on leave from Muskegon County (Michigan) Community College, is assisting in the organization of the new association.

**Voice for Junior College Instructors**

Sam M. Lambert, NEA executive secretary-designate, said of the action: "This is an exciting venture. Junior college instructors have long needed a voice and an organization of their own. This is it. I invite all junior college instructors in the nation to help make the National Faculty Association a potent force in American education."

A certificate of charter will be presented to the National Faculty Association by NEA during its annual Convention business sessions. A formal meeting of the National Faculty Association will be held at the NEA Convention in Minneapolis at 4:30 P.M., Monday, July 3, in the Michigan Room of the Leamington Hotel, immediately following the AHE meeting.

## Teachers in Three States Expel Unions at Ballot Box

Teachers in three states have wiped out recent union attempts to take over the profession.

In Wisconsin, teachers in Milwaukee and Kenosha trounced unions by solid margins on June 1. The Milwaukee Teachers Education Association won the votes of 2,258 to the union's 1,477. Nine votes were cast for neither organization, 94 votes were challenged, and 14 ballots were declared void.

Kenosha teachers voted 458 to 271 for the Kenosha Education Association. Challenged votes numbered 11; votes for neither organization totaled 9.

In Illinois on May 10, the Rockford Education Association outpolled a teachers union 2 to 1, racking up 934 votes to 496. One ballot was declared void, 33 were challenged, and 24 votes were recorded for neither organization.

The same day in New York, Schenectady teachers chose the Schenectady Teachers Association over the local union by a vote of 425 to 351. Seven blank ballots were cast and 8 were declared void.

# U.S. House Passes Administration's ESEA Bill

## Representative Green's Amendments Accepted After Long, Stormy Session

In a stormy, 14-hour session May 24, the U.S. House of Representatives passed the Johnson Administration's amendments to the Elementary and Secondary Education Act of 1965. As passed by the House, the bill contained most of the provisions NEA had requested in its March 17 testimony before the Education and Labor Committee. At press time, the bill was under consideration by a Senate subcommittee. Final action is expected within the next few weeks.

Although NEA supported the Administration bill (HR 7819), the House Committee earlier rejected the Association's proposal that state education agencies be given control over Title III (supplementary education services and centers) and Title V (strengthening state departments of education).

Shortly before the measure went to the floor, however, Rep. Edith Green (D-Oreg.) announced that she would offer amendments to transfer Titles III and V to the states—a proposal in line with objectives stated in the NEA's 1966 resolutions. Chairman William H. Hebert of the NEA Legislative Commission then announced the Association's support of Mrs. Green's amendments.

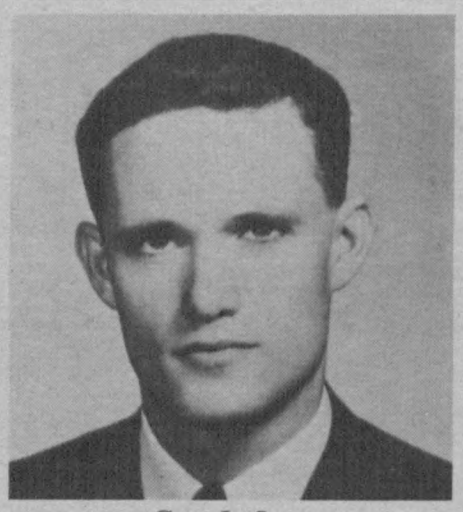
"Such provisions in ESEA," Mr. Hebert declared, "would significantly advance the cause of general federal aid to education which NEA has consistently advocated, without disturbing the new understanding and working relationship between public and private schools so skillfully achieved through the 1965 legislation."

The compromise bill satisfied a diversity of interests. The Administration achieved maximum extension and authorization of ESEA without substantial loss of face (80 percent of the funds would still be under federal administration); the states would gain control over programs to improve teaching and state administration; nonpublic schools would continue to receive instructional materials on a loan basis and participate in innovative projects and special programs for the disadvantaged. House Republicans, who had pressed for state administration of the entire ESEA program, appeared satisfied that the Green amendments had advanced their cause, at least in principle.

Also adopted was an amendment offered by Mrs. Green to require uniform enforcement of the 1964 Civil Rights Act throughout the 50 states, not only in the 17 Southern and Border states to which it is directed at present. At first it was charged that this amendment would weaken the enforcement of the civil rights program, but HEW officials later indicated that the amendment would not affect the administration of Title VI of the law.

### Box Score on Federal Education Bills

| Bill | House | Senate | Major Provisions |
|---|---|---|---|
| Labor-HEW Appropriations | Passed May 25 | Hearings in recess | $3.8 billion for USOE |
| Second Supplemental Appropriation | Passed both Houses; Signed by President | | Funds for impacted areas, higher education facilities, health professions education, OEO summer programs, Teacher Corps (provisional). |
| Independent Offices Appropriations | Passed May 17 | Hearings this month | Provides $162 million for Model Cities program. |
| Elementary & Secondary Amendments HR 7819, S 1125 | Passed May 25 | Hearings in progress | Extends ESEA through Fiscal 1969. House version transfers Titles III and V to state education agencies; $7.5 million authorized for regional centers for the handicapped. |
| Higher Education Amendments HR 6232 and 6235, S 1126 | Hearings held | Hearings this month | Extends NDEA and Higher Education Act of 1965. |
| Copyright Revision HR 2512, S 597 | Passed April 11 | Hearings to continue | Complete revision of 1909 statute. |
| Educational TV HR 6736, S 1160 | | Passed May 17 | Creates public television corporation; continues construction grant program. |
| Vocational Education Amendments HR 8525 | Hearings continue this month | | Authorizes grants for innovative projects (similar to ESEA Title III); creates fellowships for vocational educators. |
| Appalachia Amendments HR 4446, S 602 | Hearings held | Passed April 27 | Vocational education facilities; supplements to grant-in-aid programs. |
| Draft Extension | Passed both Houses; Conference this month | | Extends and revises Selective Service. |
| Judicial Review S 3 | | Passed April 11 | Permits court tests of constitutionality of federal aid legislation. |
| GI Bill Amendments HR 2068, S 9 | Passed both Houses; Conference this month | | Provides higher educational benefits for longer periods, increases allowances. |



*Gary L. Scott*

## NEA Legal Aid Backs Teacher In 'Monkey' Case

It is now legal to teach about evolution in Tennessee. Forty-two years after the famous Scopes 'monkey' trial, Tennessee legislators have repealed a state law which caused the firing of a high school science teacher in April.

The teacher, Gary L. Scott, was backed immediately by NEA, which provided legal and other aid through its DuShane Fund for Teacher Rights. An NEA department, the National Science Teachers Association, announced that it too would enter the defense of Mr. Scott. The Tennessee Education Association demanded that Mr. Scott be reinstated.

Last month, Mr. Scott was given back his teaching position. Now that the law has been repealed, the court suits on his behalf will be dropped.

NEA Assistant Executive Secretary Cecil J. Hannan, whose office directs the NEA DuShane Fund for Teacher Rights, hailed the law's repeal as a victory for academic freedom. "It is highly significant," Dr. Hannan said, "that the Tennessee action was taken during a month set aside by the teaching profession as Teacher Rights Month."

## Executive Committee Asks 5 States For More Details on Merger Plans

The NEA Executive Committee—after meeting last month to study proposed association merger plans from six Southern states—announced that five states would have to submit additional details of their plans. The five states asked for additional details by June 12 were Arkansas, Georgia, Louisiana, Mississippi, and North Carolina. The plans submitted by Alabama complied with NEA policy directives, the committee ruled.

NEA President Irvamae Applegate, speaking on behalf of the Executive Committee, expressed confidence that, in view of the good faith and progress already shown, representatives of the five states would be able to satisfy the committee. "In the future as in the past," she said, "the NEA Executive Committee will work closely with those affiliates to help them move ahead on implementation of their merger plans in line with policy directives."

NEA resolution requires merger plans of dual affiliates organized on racial lines. Dr. Applegate noted that since July 1, 1966, dual state affiliates in Florida, South Carolina, Tennessee, Texas, and Virginia have complied with NEA Resolution 12 and in each there now exists a single professional education association at the state level. Further, all NEA state affiliates that had racial restrictions for membership have removed them from their constitutions, the NEA president said.

## NEA Music Educators Plan Symposium On 'Music in American Society' Theme

A symposium that is expected to have considerable impact on the future of music education is scheduled for July 23 to August 2 under the auspices of the Music Educators National Conference, an NEA department. Some 40 leaders from various fields of thought including music education will be invited to participate in the Tanglewood Symposium at the Berkshire Music Center. They will consider the roles and functions of "Music in American Society."

MENC President Louis G. Wersen, director of music for the Philadelphia Public Schools, has appointed Robert A. Choate, professor of music at Boston University and former MENC president, as director of the symposium. Four or five national authorities, including leading educators, will address the meeting.

The project will also feature pre- and post-symposium involvement of the full MENC membership. Hundreds of music educators participated this spring in discussion of symposium issues at divisional MENC conventions held throughout the nation. Following the symposium there will be feedback to members through next winter's state meetings, the MENC national convention, publications, and other media.

Sponsors include Mrs. Serge Koussevitsky; Erich Leinsdorf, director, the Boston Symphony Orchestra; Harold C. Case, president, Boston University; Roger L. Stevens, chairman, National Council on the Arts; the Hon. John Volpe, Governor, Commonwealth of Massachusetts; the Hon. Edward Kennedy, Senator from Massachusetts; the Hon. Edward Brooke, Senator from Massachusetts; and Henry Cabot, president, Trustees of the Boston Symphony Orchestra.

## Negotiation Seminar Planned in Chicago

A seminar on professional negotiation in public education will be held August 14 to 18 at the Center for Continuing Education at the University of Chicago. The one-week national seminar will be jointly sponsored by the NEA offices of Field Operations and Urban Services and of Professional Development and Welfare and by the Graduate School of Education, University of Chicago.

Information is available from Gary D. Watts, national field representative, at NEA Center.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EDPRESS

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### Gala Banquet Honors Dr. and Mrs. Carr

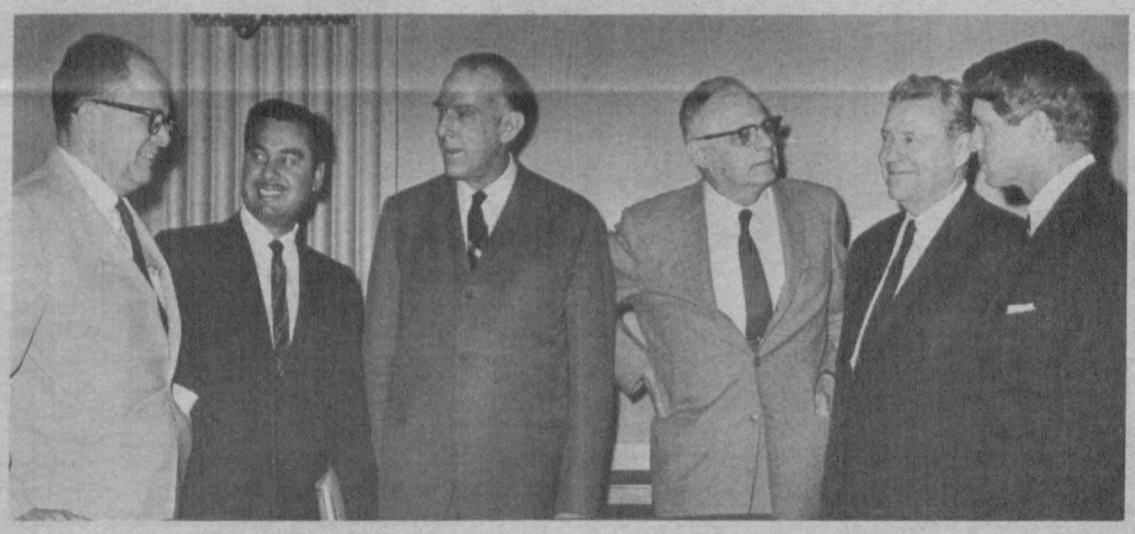
On May 20, educators, politicians, businessmen, and representatives of the international community attended a reception and banquet in Washington, D.C., in honor of **Dr. and Mrs. William G. Carr** (center, above). The 700 who attended heard the NEA executive secretary lauded by Stephen J. Wright, representing the Educational Policies Commission; by Paul A. Miller, assistant secretary for education of the U.S. Department of Health, Education, and Welfare, representing government and education; by Luther Evans, director of international and legal collections for Columbia University, representing international relations; and by former NEA president Lois V. Edinger, representing the Association. In honor of the occasion, Dr. Carr and everyone present received a publication, *The Words of William G. Carr.* NEA President Irvamae Applegate, who presided, presented a citation of appreciation to Mrs. Carr. The ice sculptures in the photo above, spelling Betty and Bill, were paraded into the banquet room with the dessert. At left, partly hidden by the ice sculpture, is U.S. Commissioner of Education **Harold Howe II,** who was a head table guest.

## Carr Urges School and Community To Help Make Summer 1967 Profitable for Youth

NEA Executive Secretary William G. Carr appealed this month to school officials, teachers, parents, and community leaders in the nation's more than 21,000 public school districts to search for ways to make summer 1967 profitable for youth. "Every young person who keeps busy doing things that are interesting and worthwhile is 'gainfully employed' regardless of whether he earns a cent," he said.

Dr. Carr's appeal was an endorsement of Vice-President Humphrey's suggestion, made last month, that schools be kept open during the summer for community activity and learning.

The Vice-President, who is chairman of the President's Council on Youth Opportunity, made the suggestion in a talk to leaders of recreation, welfare, church, school, and other organizations, including NEA.



### NEA Speaks Out for Spanish-Speaking Children

Special education programs for Spanish-speaking children should be supported by federal funds, NEA spokesmen told a Senate subcommittee last month. Shown above during the two days of hearings are (left to right) **Monroe Sweetland,** NEA legislative consultant; **Adalberto Guerrero,** an educator from Tucson, Arizona; Sen. **Paul J. Fannin** (R-Ariz.); NEA Executive Secretary **William G. Carr;** Sen. **Ralph W. Yarborough** (D-Tex.); and Sen. **Robert F. Kennedy** (D-N.Y.). Senate Bill 428, which would provide the aid NEA is seeking, has been co-sponsored by Senators Kennedy and Yarborough, plus Sen. Jacob K. Javits (R-N.Y.), Sen. Thomas H. Kuchel (R-Calif.), Sen. Joseph M. Montoya (D-N. Mex.), and Sen. Harrison A. Williams, Jr., (D-N.J.). Sen. George Murphy (R-Calif.), who sat with the subcommittee during the hearing, also asked to become a co-sponsor of the bill.

## More Than 18,500 Are Now Covered by $2 Billion Of NEA Accidental Death, Dismemberment Insurance

More than 18,500 members of the united profession are now covered by almost $2 billion of NEA Accidental Death and Dismemberment Insurance, the NEA Special Services Division announced this month. The insurance plan, one of several offered by NEA, has been available for only one year.

NEA Accidental Death and Dismemberment Insurance provides a member with $100,000 coverage for death or dismemberment because of an accident in a public conveyance, $30,000 if the accident occurs in an automobile or when the member is a pedestrian, and $12,500 in any other accident. The annual cost is $19.

Information on this insurance and on other NEA special services is available from the Special Services Division, NEA Center.

### 'To Sir, With Love' Lauded

Five nationally known educators, who served as a special preview panel at the invitation of the NEA Division of Press, Radio, and Television Relations, this week proclaimed the new Columbia Pictures Technicolor drama, "To Sir, With Love," as a film of "outstanding merit." In the film, Sidney Poitier plays the role of a dedicated teacher in a rugged London East End high school.

## Fort Wayne, Indiana, Crisis Blamed on Poor Communications

An almost total breakdown of communications between teachers and the school administration, coupled with the administration's failure to recognize the teacher's new role in educational planning, has brought a clear and present danger to the schools of Fort Wayne, Indiana, a special NEA investigating committee said May 31. Unless improvement is made, Fort Wayne may end up with schools in which apathy replaces vigorous and creative teaching, the committee said.

The Fort Wayne school system has been under sanction by the Fort Wayne Teachers Association and the Indiana State Teachers Association most of this year. The sanctions are still in effect.

The NEA special committee, named by the Professional Rights and Responsibilities Commission in cooperation with the Indiana State Teachers Association, visited Fort Wayne last December to begin its investigation of the situation, which had been deteriorating since the summer of 1966.

"Basically," the committee said, "the problem is that the school board, the superintendent, and the community are not giving proper recognition to the role of teachers in the educational process. The result has been repeated breakdowns in communications between the teachers, on the one hand, and the school board and the administrative staff, on the other. . . . The administration has refused to recognize its certificated staff as a unified professional group—a position which has resulted in teacher resentment."

The committee recommended that:

- The board should approve a written professional negotiation agreement with the Fort Wayne Teachers Association
- The agreement should give the teachers an influential voice in decisions on matters involved in the educational process as well as on matters such as salary and working conditions
- FWTA should be recognized as the exclusive negotiating representative for all teachers in the system (FWTA has a certified membership of 1,407 of the 1,610 teachers in Fort Wayne)
- The role of the superintendent should be clarified, with his primary role defined as the restoration of harmonious relationships with teachers
- School board membership should be limited to persons whose first interest is quality education
- Teachers and community organizations should work together more extensively for the good of the schools.

## Carr Scholarship Fund Begun

A William G. Carr Scholarship Fund has been begun in honor of NEA's executive secretary, who will retire August 1. The fund will be used to provide scholarships in the graduate fields of international education and professional association work.

The fund was set in motion by a committee appointed by NEA President Irvamae Applegate to plan ways of honoring Dr. Carr.

All NEA affiliates have been invited to contribute to the fund. Individuals may contribute by sending checks to the Accounts Division at NEA Center. The checks, which are tax deductible, should be made out to "National Education Association" and marked for the William G. Carr Scholarship Fund.

## NEA Executive Committee Approves Negotiation Agreement with NEA Staff

The NEA Executive Committee approved a negotiation agreement with the NEA Staff Organization last month. The agreement, which recognizes NEASO as the exclusive representative of all staff members employed directly by the National Education Association, includes provision for appeal and for resolution of impasse during negotiation.

At least three state education associations (Illinois, Iowa, and Ohio) approved negotiation agreements for their staffs during the past school year.

The 1966 NEA Representative Assembly officially recommended "that the rights of professional negotiation which extend to teaching staffs be extended also to the staffs of professional organizations in education—local, state, and national."

### 'Staircase' To Aid Teacher Rights

"Up the Down Staircase," Warner Brothers screen adaptation of Bel Kaufman's best seller, will be shown to NEA Conventioneers July 3 at the Lyric Theater in Minneapolis. Proceeds from the tickets, which may be purchased for $1.50 in Convention Hall or at the theater box office, will go to the NEA DuShane Fund for Teacher Rights.

# NEA Membership at 1,028,456

(Continued from page 1)

associations: IOWA—Des Moines, North Tama County, West Sioux. MICHIGAN—Bay City, Birmingham, Flint, Jackson, Livonia, Marlette, Midland City, Redford Union, Warren. MINNESOTA—District 277, Duluth, Roseville, St. Croix, City of St. Paul. PENNSYLVANIA—Chester, Hollidaysburg Area. UTAH—Jordan, Millard County, Ogden, Salt Lake City, Weber.

Once again the urban associations affiliated with NEA contributed fully to the year's membership growth. An almost 11,000-member increase was chalked up by the 174 urban education associations. Outstanding gainers included associations in Duval County, Florida; St. Paul, Minnesota; and Houston, Texas.

## NEA Membership by States

| State or Other Enrollment Area | NEA Members May 31, 1967 | Increase or Decrease in NEA Members over May 31, 1966 Number | Percent | Fair Share Goal | Percent of Goal Achieved |
|---|---|---|---|---|---|
| Alabama | 22,688 | 1,415 | 6.7 | 22,473 | ACHIEVED |
| Alaska | 2,427 | 250 | 11.5 | 2,242 | ACHIEVED |
| Arizona | 14,074 | 150 | 1.1 | 14,074 | UNIFIED |
| Arkansas | 10,461 | 109 | 1.1 | 11,252 | 93.0 |
| California | 84,417 | 2,627 | 3.2 | 89,740 | 94.1 |
| Colorado | 15,357 | 551 | 3.7 | 15,556 | 98.7 |
| Connecticut | 9,072 | 717 | 8.6 | 9,630 | 94.2 |
| Delaware | 2,723 | 241 | 9.7 | 2,707 | ACHIEVED |
| District of Columbia | 3,436 | —4 | —0.11 | 3,455 | 99.5 |
| Florida | 31,924 | 4,127 | 14.8 | 29,522 | ACHIEVED |
| Georgia | 26,296 | 1,237 | 4.9 | 26,934 | 97.6 |
| Hawaii | 6,014 | 778 | 14.9 | 5,393 | ACHIEVED |
| Idaho | 7,174 | 322 | 4.7 | 7,057 | ACHIEVED |
| Illinois | 41,070 | 420 | 1.0 | 44,100 | 93.1 |
| Indiana | 31,729 | 1,621 | 5.4 | 31,983 | 99.2 |
| Iowa | 26,434 | 883 | 3.5 | 26,451 | 99.9 |
| Kansas | 25,704 | 973 | 3.9 | 24,956 | ACHIEVED |
| Kentucky | 25,501 | 2,153 | 9.2 | 23,948 | ACHIEVED |
| Louisiana | 3,567 | —108 | —0.29 | 6,750 | 52.8 |
| Maine | 6,754 | 212 | 3.2 | 6,992 | 96.6 |
| Maryland | 22,544 | 283 | 1.3 | 22,936 | 98.3 |
| Massachusetts | 15,296 | 1,495 | 10.8 | 16,051 | 95.3 |
| Michigan | 34,204 | 1,105 | 3.3 | 36,774 | 93.0 |
| Minnesota | 21,074 | 1,318 | 6.7 | 21,106 | 99.8 |
| Mississippi | 5,831 | 1,162 | 24.9 | 6,619 | 88.1 |
| Missouri | 28,886 | 1,247 | 4.5 | 29,289 | 98.6 |
| Montana | 7,325 | 215 | 3.0 | 7,323 | ACHIEVED |
| Nebraska | 10,675 | 668 | 6.7 | 10,832 | 98.6 |
| Nevada | 4,504 | 351 | 8.5 | 4,278 | ACHIEVED |
| New Hampshire | 3,628 | 257 | 7.6 | 3,596 | ACHIEVED |
| New Jersey | 28,549 | —641 | —2.2 | 32,340 | 88.3 |
| New Mexico | 9,817 | 386 | 4.1 | 9,656 | ACHIEVED |
| New York (State) | 32,154 | 1,909 | 6.3 | 38,781 | 82.9 |
| New York City | 1,565 | —296 | —15.9 | 2,500 | 62.6 |
| North Carolina | 36,234 | —977 | —2.6 | 38,486 | 94.1 |
| North Dakota | 5,331 | 142 | 2.7 | 5,564 | 95.8 |
| Ohio | 50,841 | 546 | 1.1 | 54,045 | 94.1 |
| Oklahoma | 18,914 | 1,602 | 9.3 | 18,512 | ACHIEVED |
| Oregon | 20,656 | 785 | 3.9 | 20,467 | ACHIEVED |
| Pennsylvania | 62,633 | 1,067 | 1.7 | 63,591 | 98.5 |
| Puerto Rico | 2,993 | —455 | —13.2 | 3,731 | 80.2 |
| Rhode Island | 784 | —118 | —13.1 | 1,277 | 61.4 |
| South Carolina | 14,163 | 1,354 | 10.6 | 13,709 | ACHIEVED |
| South Dakota | 5,033 | 302 | 6.4 | 5,331 | 94.4 |
| Tennessee | 29,747 | 1,496 | 5.3 | 29,651 | ACHIEVED |
| Texas | 45,054 | 3,519 | 8.5 | 49,410 | 91.2 |
| Utah | 11,082 | 1,048 | 10.4 | 10,259 | ACHIEVED |
| Vermont | 2,174 | 128 | 6.3 | 2,271 | 95.7 |
| Virginia | 25,104 | 298 | 1.2 | 26,906 | 93.3 |
| Washington | 33,695 | 1,162 | 3.6 | 33,509 | ACHIEVED |
| West Virginia | 17,412 | 659 | 3.9 | 17,256 | ACHIEVED |
| Wisconsin | 16,226 | 1,110 | 7.3 | 17,741 | 91.5 |
| Wyoming | 3,907 | 251 | 6.9 | 3,731 | ACHIEVED |
| Overseas Dep. Schools | 2,559 | 251 | 10.9 | 2,458 | ACHIEVED |
| Foreign and Others | 1,040 | 40 | 4.0 | 1,000 | ACHIEVED |
| Total | 1,028,456 | 42,343 | 4.3 | 1,067,568 | 96.3 |

## FLORIDA SANCTIONS . . .

(Continued from page 1, column 1)

"lack of leadership for a positive school program"

- National circulation of notices that conditions in Florida are not satisfactory for teaching
- National notice to business and industry describing conditions in the state which led to sanctions
- National notice that individuals outside the state who accept employment in Florida public schools will be subject to charges of unethical conduct
- Statewide notice that individuals not presently employed in the Florida public schools who accept such employment will be subject to charges of unethical conduct.

### History of Crisis

The current Florida school crisis began in March 1965, at which time FEA urged the 1965 session of the state legislature to take steps to improve school conditions. When that legislature failed to act positively, FEA asked for an NEA investigation of state school conditions.

An NEA investigation was made by a committee set up by the NEA Professional Rights and Responsibilities Commission. The committee reported in March 1966 that politics and tax weaknesses were at the heart of the state's school troubles.

No progress resulted, however, and FEA announced a sanctions alert. Following election in November 1966 of Republican Governor Kirk, the state legislature again failed to act effectively on education support. After a Legislative Information Day attended by some 2,000 FEA members in Tallahassee last month, the first sanctions were applied.

## Late Information on Minneapolis Convention

The final report of the NEA Development Project will be released at the NEA Convention in Minneapolis. Each delegate will receive a copy.

The report, called "Change and Renewal," presents a total program for the development of NEA and is the result of a two-year self-study of the organization. It incorporates and integrates earlier proposals and presents several recommendations which have not appeared in previous project documents.

Copies of the report will also be distributed to NEA local and state affiliates, departments, and headquarters units.

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The Iowa State Education Association has extended an invitation to members attending the NEA Convention to stop in Des Moines to visit the ISEA headquarters at Salisbury House.

One of Iowa's top tourist attractions, the 42-room English style mansion was built in the 1920's by cosmetic manufacturer Carl Weeks to serve as a family home and place to display his art objects.

Persons interested in visiting Salisbury House should write to: Dorothy Helmick, 4025 Tonawanda Drive, Des Moines, Iowa 50312.

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NEA Convention participants may purchase tickets at $3 each for the Minneapolis Symphony Orchestra at the NEA ticket booth at the Convention Center. The event is scheduled for Minnesota Teachers Night, Wednesday, July 5.

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The National Council of Urban Education Associations has scheduled a conference in St. Paul from the evening of Wednesday, June 28, to noon of Saturday, July 1. The leadership-training meeting comes just prior to the NEA Convention.

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Florida Public Schools |
| • Indiana State Teachers Association | Fort Wayne Community Schools |
| • Maryland State Teachers' Association | Baltimore City Public Schools |
| • Massachusetts Teachers Association | Chicopee Public Schools |
| • National Education Association | Florida Public Schools |
| • New Jersey Education Association | Jersey City Public Schools |
| • New Jersey Education Association | Union Beach Public Schools |
| • Ohio Education Association | Struthers Public Schools |
| • Vermont Education Association | Fletcher Public Schools |

## NAMES IN THE NEWS

**Joseph T. Brooks,** professional assistant in the NEA Southeast Regional Office, Atlanta, Georgia, died April 25. Mr. Brooks was executive secretary of the American Teachers Association until its merger last year with NEA. . . . **Fitz Turner,** principal, James Solomon Russell High School, Lawrenceville, Virginia, recently was named director of special services, Virginia Education Association. Mr. Turner was Virginia Teachers Association president when it merged with VEA this year. . . . **Chester H. Bowen,** executive secretary of the Wyoming Education Association, resigned from his post, effective March 1. . . . NEA Executive Secretary **William G. Carr** received a citation recently from the China Academy in Taiwan and accepted an invitation to become a member of the Academy. . . . **William E. Engbretson,** professor of higher education at the University of Denver, was named president-elect of the American Association of Colleges for Teacher Education. . . . **Joy Kistler,** Louisiana State University, Baton Rouge, took over the presidency of the American Association for Health, Physical Education, and Recreation in March, succeeding **Leona Holbrook,** Brigham Young University, Provo, Utah. New AAHPER president-elect is **Mabel Locke,** professor of physical education and chairman, Department of Physical Education for Women, University of Idaho, Moscow. . . . **Richard D. Batchelder,** NEA immediate past president, will become executive secretary of the Southern Section of the California Teachers Association this summer. During the past year he has been assistant executive secretary of CTA Southern Section. . . . **Karl H. Berns,** who retired in 1964 as NEA assistant executive secretary for field operations, has been appointed assistant to the president of Methodist College, Fayetteville, North Carolina. . . . **N. B. Hackett,** executive secretary of the Louisiana Teachers Association for the past 15 years, has resigned to become executive secretary of the Teachers' Retirement System of Louisiana, effective July 1. . . . New president-elect of the National Art Education Association is **William Bealmer,** assistant superintendent and state director of art education, Springfield, Illinois. . . . **C. Addison Hickman,** Vandeveer professor of economics at Southern Illinois University, Carbondale, was recently elected vice-president and president-elect of the Association for Higher Education. . . . In July **Lawrence E. Dennis,** education program adviser for the Ford Foundation in Venezuela, will become associate executive secretary of AHE. . . . The House of Representatives and the Senate of the State of Washington recently passed a resolution expressing appreciation to **Cecil J. Hannan** for his services to the state and wishing him success in his NEA position. Dr. Hannan, formerly executive secretary of the Washington Education Association, is NEA assistant executive secretary for professional development and welfare. . . . Newly elected president of the National Council of Administrative Women in Education is **Virginia Morgan,** second vice-principal of Wedgwood Junior High School, Fort Worth, Texas. She succeeds **Anne Campbell,** administrative assistant for governmental services, Lincoln (Nebraska) Public Schools. New NCAWE vice-president is **Mathilda Gilles,** principal, Richmond School, Salem, Oregon. . . . **Lawrence G. Derthick,** NEA assistant executive secretary for educational services and a former U.S. Commissioner of Education, was awarded the Teachers College Medal for Distinguished Service at the annual Founders' Day convocation ceremony at Teachers College, Columbia University, on May 19.

# Sanctions Invoked Against Baltimore Schools

## Fort Wayne Action May Follow

On July 8, immediately following the NEA Convention, the Association's Executive Committee voted sanctions against the Baltimore public schools. It was the first time NEA national sanctions had been invoked against a city school system; previous NEA sanctions have been aimed at improving the school systems of entire states.

The Executive Committee gave three reasons for invoking the Baltimore sanctions:

1. The school system is so extremely deficient that many of the children of the city are being denied the minimum level of educational opportunity to which every child is entitled.

2. The salaries and working conditions of Baltimore teachers are so deficient that it is unreasonable to expect professional teachers to continue, against virtually impossible odds, to educate the children.

3. Many existing school buildings are ancient and dilapidated and hence impair the effectiveness of instruction.

These conditions, the Committee pointed out, were revealed by the NEA Professional Rights and Responsibilities Commission in an investigative report released in April (see NEA REPORTER for April 21, 1967).

The Executive Committee said that announcement of the Baltimore sanction action was being furnished to state departments of education, certification

(See BALTIMORE SANCTIONS, page 7)


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1967 NEA Convention

# Militant Convention Action Spells Out Stronger Role For Future of Association

**New President, Executive Secretary, President-Elect**

NEA's 1967-68 president, **Braulio Alonso** (left), of Tampa, Florida, took the reins of office the final day of the Minneapolis Convention. The same day, delegates chose **Elizabeth D. Koontz,** of Salisbury, North Carolina, as president-elect. **Sam M. Lambert** (center) becomes executive secretary of the Association August 1, succeeding William G. Carr. Nat'l Ed. Assn. photo (Salisbury)

## Dues Increase Voted, Strike Stand Modified, Merger Effort Spurred

Delegates to the 1967 NEA Convention in Minneapolis made it clear that they want their Association to grow even stronger and to become more deeply involved in the problems of school and society. After six days of hard, purposeful work, the more than 6,500 delegates had decided:

- That Association dues would increase to $15 a year starting in 1968
- That their Association would continue to assist dual affiliates working to complete their merger plans
- That their Association would be in the forefront of activities to advance desegregation of public schools and to provide fair housing and equal treatment for educators
- That their Association would press for broader federal aid to education.

### Agreement on Many Issues

Though debate was extended throughout seven business sessions and at open hearings and commission meetings, the delegates in the end made many important decisions by overwhelming majority vote: The amendment to the bylaws increasing the dues to $15 passed by 5,114 to 575. Resolution 67-12, on desegregation of public schools, passed with dispatch, not a single amendment being offered from the floor of the Representative Assembly.

**Outgoing NEA President Irvamae Applegate announced as the Convention officially opened that the Executive Committee had unanimously decided that all dual affiliates were in compliance with resolution 66-12 adopted in Miami Beach by last year's Representative Assembly. She added that the Executive Committee—which is charged with supervision of plans that have been developed jointly and approved by the governing boards of all dual state affiliates—will set up a special compliance committee to ensure that these plans are carried out.**

### Compliance Committee Planned

She explained that the compliance committee would supervise the merger actions in 11 states: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. The compliance committee will be made up of the NEA president, the president-elect, the immediate past president, and one other member of the Executive Committee.

Dr. Applegate also announced that the Board of Directors had voted to set up a special task force on human rights to accelerate the work of the Association in protecting and extending the individual

(Continued on next page)

## Highlights of the Minneapolis Convention


Militant Convention action brings a dues increase, continued efforts on merger of dual affiliates, a modified position on the use of strikes by teachers, the promise of a larger Association role in the civil and human rights field, and a call for broader federal aid to education ..... This page

NEA Executive Committee votes sanctions in Baltimore and gives standby authority for the imposing of sanctions in Fort Wayne, Indiana This page

Delegates vote full support for Florida sanctions See page 3

NEA's executive secretary-designate outlines plans to make the Association professionally necessary and economically desirable for every teacher in the nation ..... See page 3

Convention recognizes the new National Faculty Association of Community and Junior Colleges See page 4

School neglect in Wilcox County, Alabama, is hit by NEA report released during Convention .... See page 6

Outgoing NEA Executive Secretary William G. Carr receives plaudits and makes his final report to delegates ..... See page 7

Vice-President Humphrey urges a 12-month school year to help disadvantaged children and youth ..... See page 8


# Koontz Chosen As First Negro To Lead NEA

Delegates to the 1967 NEA Convention chose Elizabeth D. Koontz, a teacher of retarded children in Salisbury, North Carolina, as president-elect. Mrs. Koontz, who becomes NEA president in 1968, is the first Negro elected to lead the Association.

Mrs. Koontz was 1965-66 president of the NEA Department of Classroom Teachers (now the Association of Classroom Teachers). Before that she served two terms as DCT secretary, one term as vice-president, one term as president-elect, and was a member of the NEA Professional Rights and Responsibilities Commission.

Delegates elected Helen Krause, Lincoln, Nebraska, classroom teacher, and Helen Bain, Nashville, Tennessee, classroom teacher, to the NEA Executive Commitee. Mabel M. McKelvey, Berlin, New Hampshire, classroom teacher, was re-elected to the Executive Committee by the Board of Directors.

Clarice L. Kline, Waukesha, Wisconsin, classroom teacher, was elected chairman of the NEA Board of Trustees, succeeding F. L. Schlagle, who was named member emeritus of both the Board of Trustees and the

(See NEW OFFICERS, page 8)

# Militant Delegate Assembly Looks to Future

(Continued from page 1)

teacher's civil and human rights. The task force was overwhelmingly approved by the Representative Assembly later in the week.

Dr. Applegate announced at a press conference that the Board of Directors had approved as a resolution a statement of procedures to be used when teacher representatives reach an impasse with agencies controlling schools. The procedures listed include mediation, fact finding, arbitration, political action, and sanctions.

**"The NEA believes that the above procedures should make the strike unnecessary," the Board resolution states. "The NEA recommends that every effort be made to avoid the strike as a procedure for the resolution of impasse. The NEA recognizes that under conditions of severe stress, causing deterioration of the educational program, and when good faith attempts at resolution have been rejected, strikes have occurred and may occur in the future. In such instances, the NEA will offer all of the services at its command to the affiliate concerned to help resolve the impasse."**

Sam M. Lambert, who becomes NEA executive secretary August 1, told the press on July 4 that he unequivocally supports the position of the Board of Directors on strikes. "The NEA will not encourage strikes," Dr. Lambert said, "but if one occurs after all good faith efforts fail, we will not walk out on our local associations."

### Desegregation Resolutions

Convention delegates approved several resolutions related to desegregation and civil rights. The longest, 67-12, calls upon "all Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, and economic status which prevent some citizens from exercising rights that are enjoyed by others. . . . All individuals must have access to public education, to the voting booth, and to all services provided at public expense."

[The text of many 1967 resolutions will appear in the September *NEA Journal.*]

A separate resolution on urban educational problems was approved without amendment by the delegates. This resolution states that "among the many grievous problems now plaguing American cities, none is greater or more difficult to solve than the de facto segregation which is presently increasing in nearly all of the major cities." The resolution urges the use of higher-than-average funds to provide more staff and materials for compensatory education in such areas.

The resolution also encourages cross-racial experiences as "an essential part of the education of every pupil." It adds: "As a further move to promote cross-racial experiences . . ., the Association urges the Congress to pass legislation to see that the guidelines for desegregation as issued by HEW be applied equally in all fifty states."

The delegates amended resolution 67-13, on fair housing, so it urges "legislatures of the states and commonwealths and members of Congress to provide legislation which will assure each citizen equal rights and opportunities to reside in a neighborhood of his choice."

**The delegates' major action on federal support for public education was approval of a resolution calling for continuation, expansion, and improvement of present federal aid. The resolution goes on to urge "that further expansion, related to federal support of education, be general in nature, and that these funds be allocated without federal control to state education agencies to supplement and to be used as state public education funds."**

The NEA Legislative Commission and the Educational Policies Commission (which is sponsored by NEA and the American Association of School Administrators) both issued statements at the Convention calling for more general federal aid to education.

The Legislative Commission, saying that the time has now arrived to complement special purpose aid with a general program of federal support, proposed a plan that would bring $5 billion into the nation's classrooms in 1970. Under the plan, the federal government would return to the states a portion of personal income taxes for the operating expenses of public schools.

The Educational Policies Commission statement, titled *Federal Financial Relationships to Education,* says that "the assets of categorical aids—particularly their one key asset, political attractiveness—no longer justify reliance upon them. It is time, therefore, to institute practical measures which will tend to reduce dependence on categorical grants and to increase reliance on the more reliable kind of support —general support."

**Ringing the Bell for Action**

1966-67 NEA President **Irvamae Applegate**, who presided over Convention sessions in Minneapolis, kept the delegates on schedule by ringing a school bell to call the hall to order.

The delegates to the Representative Assembly passed 30 resolutions in all. Among them are resolutions:

- Renewing affirmation of the Association's belief that the public school is indispensable to national unity, common purpose, and equality of opportunity
- Recommending written guarantees of teachers' political rights
- Recommending expansion of educational opportunity down to age four and up through two years beyond the high school
- Stating that professional salaries for qualified degree teachers should be at least $8,000 and range up to at least $16,000
- Urging continuous improvement of local, state, and national retirement programs for teachers
- Urging full funding of the International Education Act of 1966
- Declaring it a violation of the Code of Ethics of the Education Profession to offer employment in a district under sanctions without informing the prospective employee of the sanctions
- Calling on members to withhold their cooperation from the National Assessment of Educational Progress until the program is modified in several ways
- Urging NEA and state and local associations to implement a policy of majority classroom teacher representation on all appointive boards, committees, and commissions
- Urging boards of education to allow credit for the purposes of salary, tenure, and retirement to teachers who serve in the armed forces or in VISTA, the Peace Corps, or the Teacher Corps
- Directing the Association to ask Congress to change the NEA Charter to give the present powers of the Board of Trustees to the Executive Committee.

Delegates passed an amendment to the bylaws limiting active membership in NEA to persons who are members of their local and state affiliated associations, where such memberships are available, effective in 1968-69.

In approving the Associations' nearly $12 million operating budget, the Assembly voted power to the Executive Committee and Board of Directors to "use any funds within their authority to support a dynamic program and also meet any crisis situation during the year 1967-68."

The delegates approved the Board of Directors' recommendations that NEA departments be established in 1968 in the fields of student teaching and school nursing.

The 1968 Convention will be held in Dallas from Monday, July 1, through Saturday, July 6. New NEA President Braulio Alonso announced that his theme for the year and for the 1968 Convention will be "Commitment to Action."

## Association Growth During 1966-67 Sets More Records

1966-67 has been another year of growth for the National Education Association, Allan West, NEA assistant executive secretary for field operations and urban services, reported to the Convention.

Among the highlights of this growth, he said, were these items:

- During the year one state—Michigan—has taken official action to adopt unified professional membership, making a total of nine states now unified
- Five other states have made commitments to unify at some specific time in the future
- NEA membership has passed the one million mark for a new all-time high of 1,028,456. This is an increase of 42,343 over last year
- One state—Mississippi—has increased its membership by 25 percent
- This year for the first time every state is served by an NEA Regional Office. Each of the nine regions increased NEA membership in 1966-67.

"Although we have a record of amazing growth, it is not good enough," Mr. West said. "We now enroll in NEA 52 percent of all eligible school personnel and 61 percent of the members in our state affiliates. We should aim to enroll all of the two million who are eligible for NEA membership.

"As an immediate goal I suggest that we resolve to enroll by 1970 the 700,000 teachers who now belong to our state affiliates but not to NEA. This is an achievable goal. The best and quickest way to reach it is through unified membership, which means that when a teacher enrolls in his local professional association, he becomes a member of all three—local, state, and national."

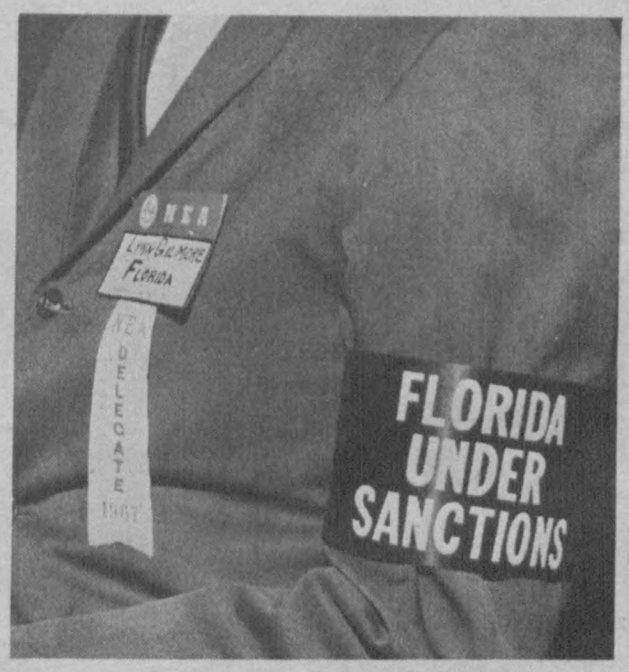
Mr. West pointed out that unified membership strengthens NEA and that it strengthens state and local associations, too. Independent research has shown that state association members who also belong to NEA are better informed about their state associations and more likely to be active in them.

At the conclusion of the membership report, John H. Starie, director of the NEA Division of Affiliates and Membership, presented plaques to the presidents of the nine states which have adopted unification—Oregon, Hawaii, Montana, Arizona, Idaho, Nevada, West Virginia, Washington, and Michigan. He then presented certificates to the representatives of the five states which have made commitments to unify—Colorado, Minnesota, New Mexico, Massachusetts, and Rhode Island.

**A Lot of Issues To Decide**

The man shown above, like other Convention delegates, faced a complicated ballot on the final day of the meeting. A total of 17 proposed amendments to the bylaws required action, in addition to election of two Executive Committee members and a president-elect.

## NEA Delegates Support Florida Sanctions Action




NEA's national sanctions in Florida were of almost continuous concern during the Convention. The more than 200 Florida delegates wore black-and-white armbands throughout the week, and the Florida exhibit booth was draped in funereal shades.

Delegates voted overwhelmingly to approve a resolution giving "full support to the Florida Education Association and the NEA Executive Committee in imposing sanctions on Florida's public schools." The resolution—though number 30—was acted on ahead of all others. Following its approval, the Florida delegates rose, joined hands, and cheered. Nearly every delegate then stood and applauded.

During discussion of the resolution, FEA Past President George Dabbs told the assembly that Florida teachers wanted better schools, not just better salaries for themselves. "The teachers of Florida are not willing to rob the children to get meager gains for themselves," he said.

## Convention Sessions Cover Strikes, Drugs, Innovation

Among the many and varied small-group meetings held during the Convention week were the following:

• A session which brought educators together with representatives of school boards, the PTA, textbook publishers, and the American Legion to discuss "Public Aspects of Teacher Strikes." Although there was a wide range of opinion expressed, there was little disagreement with the thesis of the major speaker, Gordon A. Mikkelson, director of public relations for radio station WCCO in Minneapolis: "A teacher strike," Mr. Mikkelson said, "is only a symptom of the failure of the public itself to establish the big public policy under which excellent schools can operate with excellent staffs."

• A session sponsored by the NEA and American Medical Association Joint Committee, at which Alvin E. Strack, of the Science Information Department, Smith, Kline, and French Laboratories, said that the schools must provide factual, clear-cut information to students about drugs and drug abuse. They should make clear to young people, he said, that drug abuse "is one of the biggest 'cop-outs' of all time. It is a 'cop-out' on oneself."

• An open meeting sponsored by the National Commission on Teacher Education and Professional Standards, at which Ole Sand, director of the NEA Center for the Study of Instruction, urged teachers to innovate to provide time for planning to teach. By the end of the 1970's, Dr. Sand predicted, the teacher's schedule will consist of 15 hours in the classroom and 30 hours spent in research, planning, and development.

• A discussion of "Academic Negotiations, 1980" at a session sponsored by the American Association for Higher Education, at which C. Addison Hickman, Southern Illinois University professor, predicted that "some form of faculty representation is likely to emerge on most American campuses in the near future." The pattern this representation will take depends in large part, he said, on "the willingness or unwillingness of administrations, governing boards, and faculties to work toward developing appropriate and constructive patterns of shared responsibility based on cooperation and a mutual stake in the educational process and outcome."

'Bold Ideas, Fresh Plans'

# Lambert Outlines Plans To Bring NEA Closer To Teachers of Nation

Sam M. Lambert, who becomes NEA executive secretary August 1, told NEA Conventioneers July 7 of his plans to place a better organized, professionally necessary, and economically desirable Association closer to the teachers of the nation.

"The only way this profession is going to go places is with bold new ideas and fresh plans," Dr. Lambert told the session.

Dr. Lambert placed high priority on strengthening and revitalizing the 8,264 local associations affiliated with NEA. These associations, he said, must get "interested and active in improving education, in implementing the Code of Ethics of the Teaching Profession, in seeking good personnel policies, in finding and developing good association leadership—all in addition to their traditionally effective work on salaries and financial appropriations."

Another critical need of the local association, he said, is to expand and upgrade the role of the building representative. "This should be a job of far greater importance. I would prefer to call him 'professional coordinator' or 'coordinator of association activities,' then encourage and help him expand his activities, influence, and responsibility to match what the title infers."

Dr. Lambert pledged himself to a strategy designed to make NEA "professionally necessary and economically desirable for every teacher." This can be done, he said, by improving Association services so no educator could afford to be without them. It means, he said, "that NEA has a conference or training program that makes a teacher a better teacher and therefore carries a mark of distinction. It means a symbol or designation that makes an important difference on your application for another job in education.

" 'Economically desirable,' " Dr. Lambert said, "means NEA is the only place where you can get a whole arsenal of information to use in getting your salaries raised, or the services of an expert to work with your salary committee. It means the availability of certain necessities at great savings, such as life insurance, investment funds, and someday soon the lease of a major-brand automobile at a substantially lower monthly payment than could be obtained anywhere else. It means a $12,000 double indemnity life insurance policy with disability payments for four years—all for as little as $9.10 every six months."

To bring NEA closer to every member, Dr. Lambert said he would recommend to the Executive Committee and Board of Directors more effective deployment of services and staff. "I think a greater proportion of our resources should be in the field, immediately available to state and local associations and to individual members who need help," Dr. Lambert said. "I want this help on the scene, not two or three weeks from when it is needed, but at 4:15 P.M. this afternoon or at 8:00 A.M. tomorrow morning.

"This means the assignment of some members of our present staff and a major part of future staff to NEA's regional field offices," he said.

"In my opinion, we should have five to ten highly skilled field workers in each of our nine regional offices to provide a wide variety of services such as:

"• Consultation on salary schedules and on programs of fringe benefits

"• Assistance in developing and executing professional negotiation agreements

"• Legal advice and help on income tax problems, on ethics cases, and on rights under tenure and fair dismissal laws

"• Expert help on the structure and programs of local education associations

"• Advice and assistance in the study of instructional problems and in efforts to upgrade programs of education

"• Leadership in applied behavioral science, especially for intensive programs of leadership training

"• Assistance in the field of public relations, in developing good publications, and in planning and developing effective campaigns

"• Help in organizing and conducting representation elections."

## Classroom Teachers Now 'Association' After Name Change

Thousands of classroom teachers went to Minneapolis July 1 as members of NEA's Department of Classroom Teachers and departed some days later as members of the Association of Classroom Teachers (ACT). The 4,000-member representative assembly of the NEA department voted to change the name as part of a revision of its constitution and bylaws.

The ACT delegates chose Bruce P. Eckman, fourth grade teacher, Portland, Oregon, as president-elect. Mr. Eckman will serve as president during the 1968-69 school year. The 1967-68 president of ACT is Ruth Trigg, Barrington, Illinois.

Paul J. Vennari, Beckley, West Virginia, was elected ACT vice-president. Ruth I. Foster, Des Moines, Iowa, was elected secretary. The ACT delegates also chose two regional directors: Helen Kovach, Fairport Harbor, Ohio, as North Central regional director, and Jim A. Roady, Yakima, Washington, as Northwest regional director.

During the ACT meeting, July 1 and 3, the department voted full support of the NEA-imposed sanctions in Florida, called for "constructive appraisal" of the National Assessment of Education Project at local and state levels, "viewed with dismay" the fact that relatively few classroom teachers are on the new Education Commission of the States, endorsed home rule for the District of Columbia, and spelled out the role of the classroom teacher in the employment and use of auxiliary school personnel.

## Adult Education Division Seeking Job Corpsmen

"How About a 'Wild' New Experience?" was the question asked by 5,000 brochures distributed at the Convention describing the Job Corps teacher recruitment program of NEA's Adult Education Division.

Under a contract with the Office of Economic Opportunity, the division is seeking 50 public school teachers for one-year assignments in Job Corps centers. The teachers will remain on their local payrolls at their regular salaries plus extra compensation for summer service.

Information about the program is available from the division at NEA Center. Applicants may telephone collect (202-223-9400, extension 591).

# New President Sees More Aggressive Role For Today's Teacher

Addressing the final session of the Convention, Braulio Alonso, NEA president for 1967-68, called upon all teachers to make a "commitment to action." This is the theme he has selected for his presidential year.

"I want to see our profession more alert, more aware, more active, more aggressive, more interested in making sure that teachers become active participants in determining what happens in and to schools."

Referring to the application of state and national sanctions in his home state of Florida, Mr. Alonso said, "Together we will take such action as is necessary, not only in Florida but any other place that the times and our professional obligations demand.

"This is a new day—the day of the new teacher. For too long we teachers have been seen as the meek, mild, passive, acquiescent teachers who will take whatever is given us!"

He urged teacher participation in policy decisions at all levels, professional negotiation, instructional improvement, curriculum planning and development, competitive salaries, higher standards, equal educational opportunities for all.

He pointed out that teachers have become the largest occupational force in the nation and that if they were truly united in one powerful, responsible, independent organization, they could be a major influence in improving the lot of every man.

"The time has passed when we could preach against injustice and do nothing, when we could teach about community service and be apart from it, when we could teach of our fight for freedom and stand idly by when others' rights were abridged. We teachers must move into the center of American life."

This means, said the new NEA president, that teachers must see to it that parents and other citizens are well informed and that candidates who will help education are selected and supported. Every teacher must be ready to exercise his full political rights. He must be committed to action whenever and wherever it is necessary.

"Where there is injustice, where there is prejudice, where there is discrimination, where there is apathy, where there is ignorance . . . teachers must *act*!" declared President Alonso.

**NEA REPORTER**

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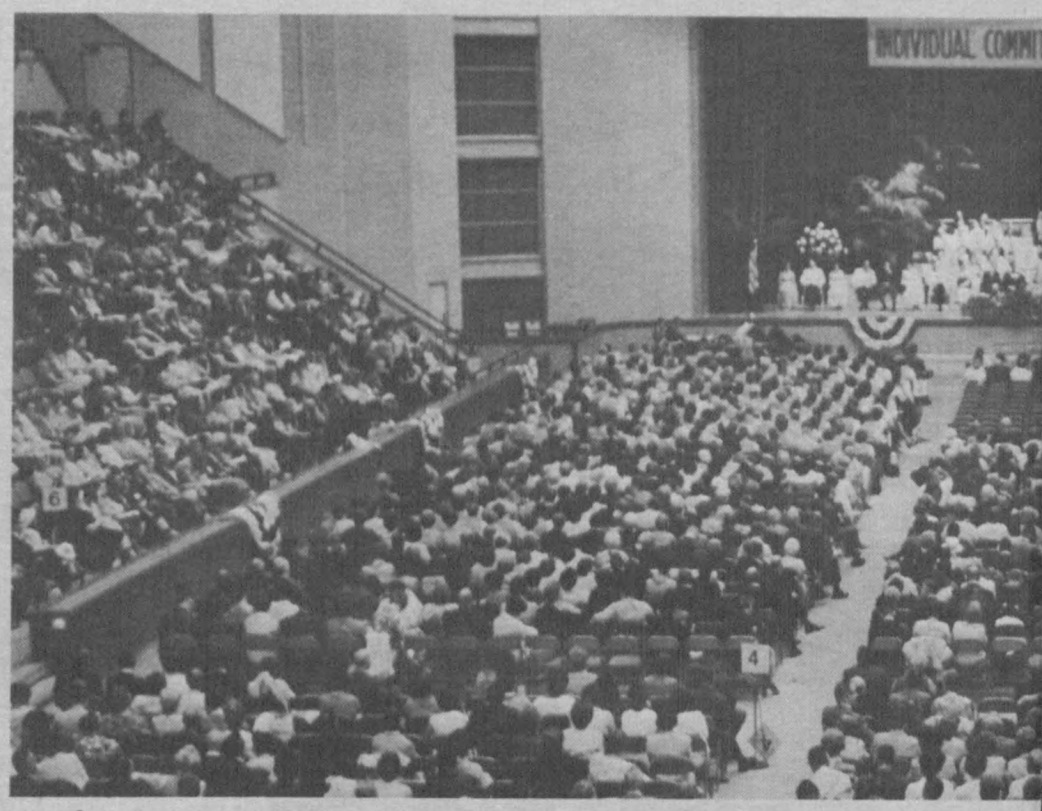
## 25 Schools and Systems Cited As 'Pacemakers'

Twenty-five schools and school systems received Pacemaker awards at the Convention. The citations are presented annually by NEA and *Parade*, the Sunday newspaper magazine.

Receiving the 1967 awards were: Lulu Walker Elementary School, Tucson, Ariz., for a flexible, nongraded schedule; Long Beach (Calif.) Unified School District for a superior educational program; Cherry Creek School District, Englewood, Colo., for curriculum reform and innovations; Spingarn S.T.A.Y. High School, Washington, D.C., for rehabilitation of school dropouts; Lillie E. Suder Elementary School, Jonesboro, Ga., for a preprimary project; Waianae Elementary School, Oahu, Hawaii, for special programs for disadvantaged parents.

Joint School District No. 233, Hagerman, Idaho, for independent study center; Evanston (Ill.) Elementary School District 65, for special programs to overcome de facto segregation; East Noble High School, Kendallville, Ind., for individualized instruction; Valley View Common School District No. 49, Overland Park, Kans., for a cadet teacher program; Owensboro (Ky.) City Schools for a natural science museum serving a four-county area; Oakwood Elementary School, Glen Burnie, Md., for a new wing especially designed for physically handicapped children; Lexington (Mass.) High School for a conservation plan helping students to understand their natural and physical environment; Muskegon (Mich.) Public Schools for a dropout project; Mankato (Minn.) Public School District 77 for a summer "Learning Camp" for the disadvantaged; Virgin Valley Schools, Clark County, Nev., for a program of teaching art by telephone.

Mount Vernon (N.Y.) Public Schools for a prekindergarten program for four-year-olds; Bismarck (N.D.) Public School District No. 1 for an adult education program; Youngstown (Ohio) Public Schools for a remedial-reading program; State College Area Schools, Pennsylvania, for a work-experience project; Independent School District No. 1, Rapid City, S.D., for an instructional materials center; Pasadena (Texas) Independent School District for a comprehensive plan improving and redirecting the entire school system; Richmond (Va.) Public Schools for economics teaching, beginning in kindergarten; Weir High School, Hancock County, W. Va., for program requiring each high school student to adopt his own research project; and Shorewood (Wisc.) School District No. 4 for a project to improve the educational self-image of students.



**The 1967 NEA Representative Assembly. More than 10,000 C**

**Faculty Association of Junior Colleges Recognized**

The first professional association for junior college faculty—the National Faculty Association of Community and Junior Colleges—was officially recognized at the Convention by presentation of a certificate to its first president, Alan G. Stratton (right), of Dade County (Florida) Junior College. At left is Robert W. Miner, on leave from Muskegon (Michigan) Community College, who has been appointed executive director of the new association. The National Faculty Association will be associated with NEA and with the American Association for Higher Education. A Convention resolution urged wholehearted support for the new association.

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Florida Public Schools |
| • Indiana State Teachers Association | Fort Wayne Community Schools |
| • Maryland State Teachers' Association | Baltimore City Public Schools |
| • Massachusetts Teachers Association | Chicopee Public Schools* |
| • National Education Association | Baltimore City Public Schools |
| • National Education Association | Florida Public Schools |
| • New Jersey Education Association | Jersey City Public Schools |
| • Ohio Education Association | Struthers Public Schools |
| • Vermont Education Association | Fletcher Public Schools |

When an association officially reports that conditions have improved in any of the above districts or systems, the NEA REPORTER will announce the action.

* At press time the local association had asked MTA to lift sanctions; a satisfactory agreement had been reached.

The 1967 NEA Representative Assembly. More than 10,000 Conventioneers, over 6,500 of them official delegates, attended the

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### NEA Tower Dominates Exhibit Hall

Thousands of delegates, many with spouses and children in tow, swarmed throug during Convention week. The huge exhibit hall, centered around an NEA services area (seen above), housed displays of 170 school equipment and materials suppl ciations, registration tables, and panel displays for most NEA units. It was the bi July show on earth for teachers, who gathered as many advertising fliers and san carry—including popcorn, soft drinks, and candy, which tied in with various sch plans and, incidentally, eased the crush in the auditorium cafeteria.

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Some 400 NEA Conventioneers were on hand July 4 for the first formal disc report of the NEA Development Project. The report, titled *Change and Renewal* ing the Minneapolis Convention.

In giving background information on the Development Project, Stanley Jacob associate staff member with the project and now publications director of the Ins Behavioral Sciences of the National Training Laboratories, said: "Many people expected the Development Project to answer all the questions, solve all the problems of NEA immediately. The project did not expect steps to take place immediately but over a period of several years." Mr. Jacobson reminded his audience that the Development Project proposals are interdependent and the outcome of any proposed change hinges on other procedures.

The Development Project recommendation calling for a Representative Assembly of 500 delegates was among those discussed by Mr. Jacobson. The project recommended that there be a single basis for representation to the Representative Assembly and that each NEA member vote for Assembly delegates on the one-man-one-vote principle.

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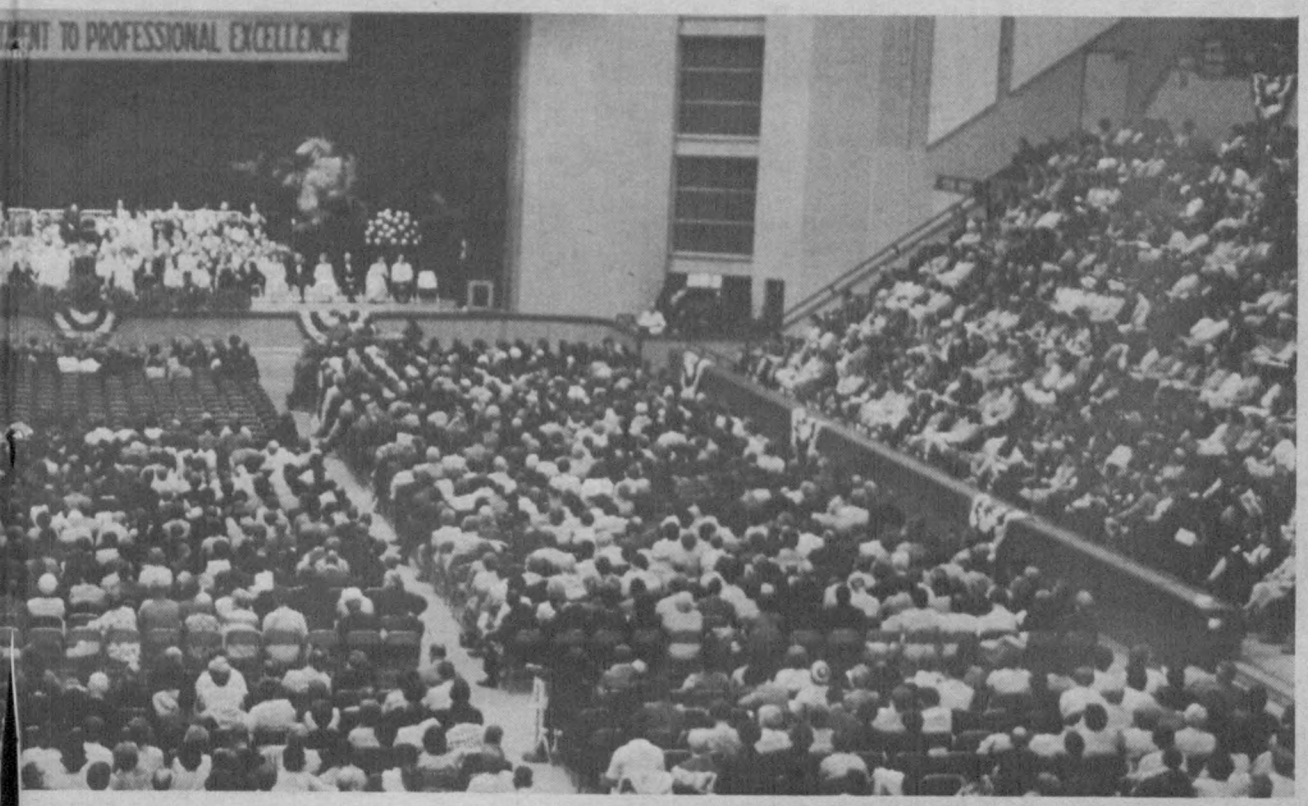


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**NEA Tower Dominates Exhibit Hall**

Thousands of delegates, many with spouses and children in tow, swarmed through the exhibit area during Convention week. The huge exhibit hall, centered around an NEA services booth and a rest area (seen above), housed displays of 170 school equipment and materials suppliers, 45 state associations, registration tables, and panel displays for most NEA units. It was the biggest first-week-in-July show on earth for teachers, who gathered as many advertising fliers and samples as they could carry—including popcorn, soft drinks, and candy, which tied in with various school money-raising plans and, incidentally, eased the crush in the auditorium cafeteria.

## 'Strictly Business'

# Delegates, Guests Find Few Moments For Fun and Frolic

"Strictly business" was the keynote of this year's NEA Convention, and much business was transacted, as stories elsewhere in this issue indicate. More business sessions and fewer sideshows were scheduled this year than usual, and conversations in hotel lobbies and Convention Hall corridors were unusually serious.

State delegations met more frequently too and at all hours throughout the week to plan their strategy on the floor of the Representative Assembly. For the most part, Convention life was earnest and exhausting, for work sessions started early and ended late.

However, there was a lighter side too. Various musical groups opened many of the general and business sessions. Several state delegations were dressed in distinctive garb to advertise their states and their candidates for office—straw hats, orange vests, colored jackets and sweaters. Badges, buttons, and bows also touted the various states' candidates wherever delegates appeared throughout the Twin Cities.

Highlights of the several social functions during the week were the following:

- Friendship Night early in the week afforded delegates a chance to meet the NEA president and all candidates for NEA office. A formal—and long—receiving line, music for dancing, and refreshments were the traditional features of this annual event.
- An NEA premiere of *Up the Down Staircase*, the Hollywood movie based on Bel Kaufman's best-selling novel, enabled delegates to see the prize-winning movie at a nearby theater and contribute to the NEA DuShane Fund for Teacher Rights. Contributions to the fund totaled $9,932.80 during the week, including the money from the movie.
- Minnesota Teachers Night in the middle of the week gave delegates a choice of three events: the Minneapolis Symphony Orchestra, the play, *Harper's Ferry*, at the Tyrone Guthrie Theater, or the Minnesota Twins baseball game. All three of these events, appealing to varied tastes, were sold out by curtain time—or game time.
- A party for the newly elected officers was held on Friday night immediately following the final general session. The new NEA president and the newly elected members of the NEA Executive Committee said hello and goodbye to the many delegates as the week's activities ended. Vice-President Hubert Humphrey, who spoke at the evening session, and Mrs. Humphrey were also in the receiving line.

Throughout the week there were many less publicized meal functions and informal get-togethers as delegates scurried from the Convention Hall to the dozens of hotels where events were scheduled. Taxis were scarce, and walking was more or less a popular sport. However, local Convention committees had planned well and the weather was cool and perfect for hiking.

Of course, a near-tornado ripped up trees, smashed many plate-glass windows, and tore down numerous signs in the Twin Cities area. But that didn't count. It happened on the Friday night before the Convention opened on Sunday, and most of the damage had been cleared away by Convention time.

The rains came again on Saturday, the day after the Convention closed. But this time they came gently, and most delegates and their families were well on their way home with their memories, mementoes, tired feet . . . and satisfaction from a job well done.

# One-Man-One-Vote Delegate Representation Plan Among Recommendations of Development Project

Some 400 NEA Conventioneers were on hand July 4 for the first formal discussion of the final report of the NEA Development Project. The report, titled *Change and Renewal*, was released during the Minneapolis Convention.

In giving background information on the Development Project, Stanley Jacobson, formerly an associate staff member with the project and now publications director of the Institute for Applied Behavioral Sciences of the National Training Laboratories, said: "Many people expected the Development Project to answer all the questions, solve all the problems of NEA immediately. The project did not expect steps to take place immediately but over a period of several years." Mr. Jacobson reminded his audience that the Development Project proposals are interdependent and the outcome of any proposed change hinges on other procedures.

The Development Project recommendation calling for a Representative Assembly of 500 delegates was among those discussed by Mr. Jacobson. The project recommended that there be a single basis for representation to the Representative Assembly and that each NEA member vote for Assembly delegates on the one-man-one-vote principle.

Under the recommendation, delegates would represent the interests of the state's NEA members and not specific local or state organizations. NEA members who now belong to locals with less than 51 members are not eligible for direct representation. Although they are represented through their state associations, they do not share equitable representation with members who belong to larger locals. The Development Project recommendation would extend the same representation rights to every member.

### Caucus State Groups

The smaller Assembly would conduct the business of the NEA with the assistance of nonvoting observers participating through caucus state groups which would meet with delegates from their state while the Assembly is in session. Concurrently, or immediately following the Representative Assembly, an annual convention would be convened to provide a forum for discussion of major educational issues and to accommodate the traditional exhibit activities.

The NEA Executive Committee and Board of Directors have considered and/or acted upon several of the project recommendations. The Executive Committee, after considering the recommendation on the Representative Assembly, voted at this time to support the idea of an Assembly composed of state and local delegates not to exceed 5,000. The Board of Directors has deferred action on this proposal.

# School Neglect Charged in Alabama County Following NEA Investigation of Conditions

## Wilcox County's School Problems Blamed on State

A history of school neglect and citizen unconcern has resulted in inadequate education for both white and Negro children in Wilcox County, Alabama, according to an NEA investigation report released during the Convention. The report, subtitled "A Study of Social, Economic, and Educational Bankruptcy," places much of the blame for the poor school conditions on the Alabama State Department of Education, which is the channel for 95 percent of the county's school budget.

The NEA investigation, made by a team directed by the Association's Professional Rights and Responsibilities Commission, found miserably inferior schools for Negroes in Wilcox County. The county, investigators found, spent five times as much annually for white schools as for Negro schools during the 1955-63 period. "Conditions at the schools maintained for Negro students have been, and continue to be, inferior to those of the traditionally white schools of Wilcox County," the report says.

The investigators also reported that:

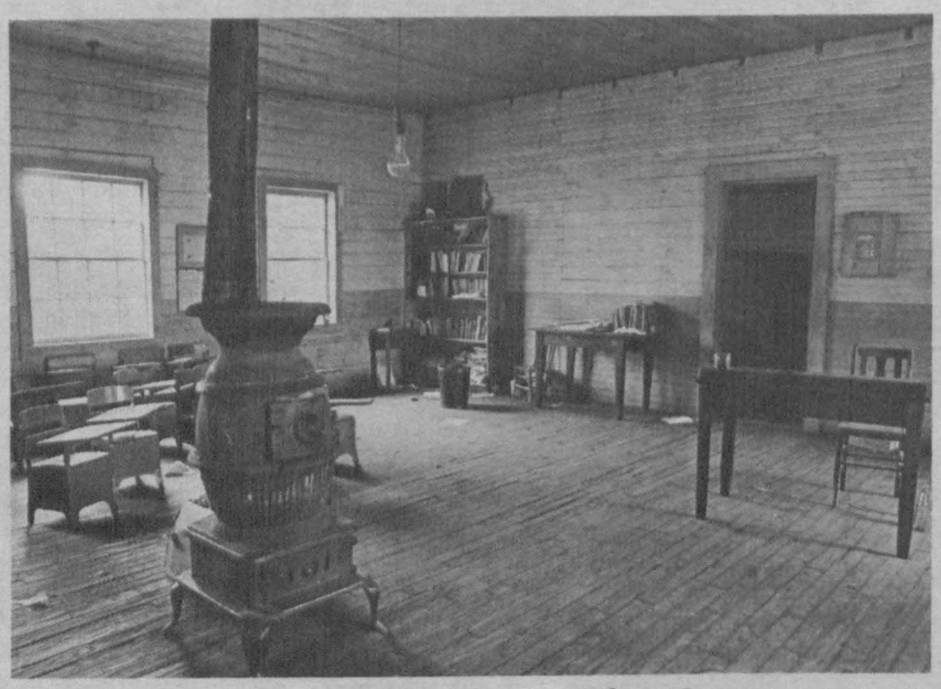
- Supervisory services for all schools are practically nonexistent
- Transportation and communication services are shamefully inadequate
- Written personnel policies are nonexistent
- Elementary classes are overloaded to a point that is deplorable and, in fact, incredible—with some classes having 60 to more than 80 pupils enrolled.

The report also says that, because schools lack supplies, facilities, supervision, and in-service education programs, and because many teachers have all but given up to what seems a hopeless situation, many things which the teachers and students could do to make the schools more bearable, even without additional funds, are not done.

The investigators lamented that the failure of the poor whites in the county to understand that their destiny is inextricably interwoven with that of the majority of poor Negroes has caused the county to lose by default its greatest promise for recovery—new federal programs which already could have brought as much as $3.5 million into the county.

"Only massive financial aid from outside the county, assisted by professional leadership from universities and urban areas of the state, can bring about any real solution to the problems of ignorance and poverty now strangling the county's growth potential," the report concludes.

An appendix to the report, prepared by Floyd Hunter, president of the Social Science Research and Development Corporation, says: "By its resolute refusal to solve its local social, economic, and educational problems, Wilcox County becomes a corrupt feeder-source of all the urban problems of the body-politic of the nation. It spews out its untrained, dissatisfied youth into the sluggish, backwash ghettos of America's cities."



**Contemporary Classroom in Wilcox County**

The pot-bellied stove and bare light bulb, anachronisms in most parts of the nation, are still in use in some schools in Wilcox County, Alabama, an NEA investigation team reported this month.

## *Indiana, Maryland, Nebraska Win '67 Givens Trophies*

Indiana, Maryland, and Nebraska won the 1967 Willard E. Givens Trophy Awards for having the best state exhibits at the NEA Convention in Minneapolis.

The awards, handsome copper bowls appropriately engraved, were presented by former NEA Executive Secretary Willard E. Givens to representatives of the three state associations: Charles Sharp of Indiana, Thomas G. Bush of Maryland, and Emmit Gannon of Nebraska.

The awards have been given each year since 1954 to those states that best portray development of the states' educational programs for youth, professional growth, and progress in educational and professional development.

*'So Many Critical Issues'*

## President Applegate Begins Convention With Report on Progress of Mergers And on Plans for NEA Charter Change

"Never in history has a Representative Assembly been faced with so many controversial and critical issues," NEA President Irvamae Applegate told delegates at the First General Assembly of the Convention on Sunday night.

"This will be a *working* convention," she declared. "In my estimation, when almost 7,000 people come together . . . to deliberate . . . to take action . . . which directs the officers, staff, and resources of the Association for the coming year and beyond, we take time to do the *business* to be done."

Dr. Applegate discussed action taken by NEA officers and staff on two of the resolutions passed by the Representative Assembly in 1966: Resolution 12, Desegregation in Public Schools, and Resolution 26, Manner of Choosing the Executive Secretary.

### Resolution 12 Report

Concerning Resolution 12, she pointed out that the NEA Executive Committee was charged specifically with implementation of mergers of Negro and white affiliated associations. After outlining specific steps taken and citing examples of difficulties encountered, she stated that progress made in implementing Resolution 12 had been commendable.

All merger plans for the six states which still have separate Negro and white associations—Alabama, Arkansas, Georgia, Louisiana, Mississippi, and North Carolina—include a target date for merger no later than 1969. All plans contain agreements regarding local associations and set target dates for the merging of the locals no later than one year after the state associations have merged.

"The NEA Executive Committee expects that the joint committees in the remaining dual states will move forward according to their jointly-developed and agreed-upon merger plans. The Executive Committee also expects to continue active participation."

Turning to progress on Resolution 26, Manner of Choosing the Executive Secretary, Dr. Applegate reminded delegates that this resolution calls for amendment of the NEA Charter to permit the appointment of the executive secretary and the fixing of his compensation by the Executive Committee rather than the Board of Trustees. She told of action taken on this resolution during the past year. Subsequent action by the Representative Assembly expanded the resolution to cover Charter changes giving the powers of the Board of Trustees to the Executive Committee.

A 49-page president's report telling of the stewardship of the officers and staff of the NEA and of some of the action taken in connection with the other resolutions passed in 1966 was distributed at the close of the First General Assembly. It will be printed in the *NEA Proceedings* this fall.

## *Southern States Honor Applegate For Unity Work*

Before Dr. Applegate addressed the delegates, she was surprised by a tribute on the platform from the presidents of state associations in the 11 Southern states with whom she had worked closely on merger plans throughout the year. They presented her with a citation which read:

"We salute a great lady whose patience, understanding, and good will were inexhaustible; whose courage and faith never faltered; and whose sincerity and clarity of purpose sustained our efforts throughout a difficult year."

The presentation was made by Robert L. Saunders, president of the Alabama Education Association, and by Anthony S. Butler, president, Alabama State Teachers Association.

Other presidents and past-presidents who signed included: Pansy Puckette, Arkansas Education Association; Walter Littlejohn, Arkansas Teachers Association; George Dabbs, Florida Education Association; Clyde Kimball, Georgia Education Association; James Hawes, Georgia Teachers and Education Association.

Mildred McCormick, Louisiana Teachers Association; Emma Ruth Corban, Mississippi Education Association; E. T. Hawkins, Mississippi Teachers Association; Rudolph Jones, North Carolina Teachers Association; Helen Wells, North Carolina Education Association; Ellen C. Watson, Palmetto (S.C.) Education Association; Alice Mangum, South Carolina Education Association; George Mathis, Tennessee Education Association; E. Harper Johnson, Tennessee Education Congress; Harriet Griffin, Texas State Teachers Association; Edwin Betts, Jr., Virginia Education Association; and Fitz Turner, Virginia Teachers Association.

*William G. Carr*

# Carr, in Final Report, Describes Association's Role in Civil Rights, Federal Aid, Quality Education

William G. Carr, in his fifteenth and final report as NEA executive secretary, spoke at the Convention's first business session about the Association's role in four major areas of American life: civil rights, the role of the federal government, quality in education, and the militancy of teachers.

Speaking of civil rights, Dr. Carr said that "for fifteen turbulent years, I have clung to two major principles. First, that in the conduct of its affairs the National Education Association should avoid and repudiate every least evidence of racial discrimination. Second, that the unity of the teaching profession should be preserved."

As a result of these policies, he said, "the Association today is a powerful force for equal opportunity and a dignified partnership between the races. The Association is today able to exert that influence on a nationwide basis only because in the past it has moved with restraint and patience."

The new role of the federal government in the financing of public schools will probably be recorded by historians as one of the important educational events of this century, Dr. Carr told the delegates and other Conventioneers. "Members should be proud that, while other organizations hesitated, their Association supported the enactment of the present programs of federal assistance to education."

### Mature Federal Support

He added that federal support to education wil reach its full maturity and usefulness "when the proliferation of categorical aids is succeeded by action to deal directly with the central problems of the schools; namely, qualified staffs, small classes, plenty of teaching material, and competitive salary schedules."

Dr. Carr told the session that he had predicted in 1957 that the dominant theme of NEA's second century of existence would be the search for improved quality in educational service. "I believe that prediction has come true," he said, adding that NEA has operated enterprises of major utility to improve the quality of education. "They include, among many others, the Project on English Composition, the Dropout Project, the Project on the Academically Talented, and on a continuing basis, the new NEA Center for the Study of Instruction."

Teacher militancy, Dr. Carr said, has increased in recent years because of changes in the teaching profession itself. "The teaching profession today, as compared with ten years ago, is younger, better educated, more urbanized, and includes a growing proportion of men.

"Teachers are now determined to have a voice regarding the major issues of education," he said, adding, "This decision will not be reversed."

Dr. Carr said he hoped teachers would be militant, but that he hoped too that they would determine with care the priorities in their scale of values. For example, he said, "I hope teachers will be militant about freedom to teach. . . . I suggest teachers be militant about a reasonable school supply system. . . . I want teachers to be militant about maintaining the ethics of their profession."

Dr. Carr concluded his final report with laudatory comments about three NEA staff members: Sam M. Lambert, who will succeed Dr. Carr August 1; James L. McCaskill, who retires August 1 as NEA assistant executive secretary for state and federal relations; and Lyle W. Ashby, who continues as NEA deputy executive secretary.

Dr. McCaskill, to whom Dr. Carr said he was indebted "for his brilliant and devoted service," earlier was cited by the Association of Classroom Teachers for "his awareness of the needs and importance of the classroom teachers as they relate to federal programs affecting education."

## Entire Session Honors Service Of William Carr

An entire session of the Convention—the Second General Assembly on July 4—was held in honor of William G. Carr, who retires as NEA executive secretary August 1. Tributes to Dr. Carr were given by Andrew D. Holt, president of the University of Tennessee and past president of NEA; by Sarah C. Caldwell, Akron, Ohio, classroom teacher, member of the executive committee of the World Confederation of Organizations of the Teaching Profession, and past president of NEA; and by Arthur F. Corey, executive secretary emeritus, California Teachers Association.

At the same session, a three-screen slide-film presentation, "A Child Is To Teach," honored Dr. Carr's contributions to American education.

On July 1, the Association of Classroom Teachers (formerly the Department of Classroom Teachers) honored Dr. Carr at its first session, presenting him a citation "in recognition and appreciation of forty-three years of meritorious services to the profession of education." ACT named Mrs. Carr an honorary classroom teacher and presented her a silver charm bearing the ACT seal.

## Former Members of American Teachers Association Assemble

Former members of the American Teachers Association, the largely Negro organization which united with the NEA last year, met on Wednesday afternoon of Convention week to hear how the merger is going.

John W. Lawton, NEA field representative of the Southeast region, chaired the meeting and reported that liquidation of ATA properties is under way.

R. J. Martin, ATA president at the time of the merger and chairman of the Board of Trustees of the Georgia Teachers and Education Association, reported that all records of the ATA have been moved to the NEA Southeast regional office and practically all of the furniture in the ATA building has been sold.

During the meeting tribute was paid to the late Joseph T. Brooks, former ATA leader, who died unexpectedly during the year.

## Sanctions Called Mightiest Weapon In Arsenal of Teaching Profession

Sanctions as a weapon of the profession were discussed at a Convention meeting sponsored by the NEA Commission on Professional Rights and Responsibilities.

"In the last five years, professional sanctions have proved to be the mightiest weapon in the arsenal of the teaching profession. They have also become apparent as a dangerous weapon and one that is not as well understood as it should be," Richard B. Kennan, executive secretary of the commission, told those attending.

Dr. Kennan emphasized the need for integrity in the use of sanctions. He stated that one of the most important needs if we are to avoid irreparable harm to the sanctions process—and to education itself—is to prevent irresponsibility and eliminate ignorance in the use of sanctions.

He reported that recently a sanction was applied by a local education association against a local school system in one of the largest cities. But the sanction that was imposed demanded action by the state legislature to solve the local problem.

"It doesn't make sense to ask a local school system to do what it obviously cannot do. Any sanction should require only action that can be achieved by the agency or agencies against which it is applied."

Dr. Kennan said that another common mistake associations make in the use of sanctions is failure to make clear against whom they are applied. There is a tendency to attempt to apply a sanction against a community or a state, "but that is hardly fair since a whole state or city is not usually opposed to improving education."

Referring to specific cases, he pointed out that in the Utah case it was made plain that it was the governor and the legislators who were at fault. The current national sanctions in Florida are directed against the governor and the legislature who support his program. "The majority of the legislature seem to be reasonable people, but there are not enough of them to override the governor's veto.

"The point I am trying to make," said Dr. Kennan, "is that we must sharpen our focus to point out who we believe to be at fault and concentrate our power there and not waste it on innocent or even friendly forces who are offended by too broad a sanction."

## Baltimore Sanctions Imposed . . .

(Continued from page 1)

authorities, school placement officials, business and industrial leaders, and the citizens of Baltimore.

The action does not invoke full sanctions against the city system; the Committee announced it is retaining this matter under its supervision in the hope that conditions will be corrected rapidly.

NEA stands ready to assist in the fostering of programs for school improvement in Baltimore, the Executive Committee announced. The Committee also urged business and industrial leaders and all citizens of Baltimore to work with NEA to improve current school conditions there.

### Ft. Wayne Action

The Executive Committee voted standby authority to the NEA president and executive secretary to invoke national sanctions against the Fort Wayne, Indiana, public schools, should conditions worsen there. The Indiana State Teachers Association and the Fort Wayne Teachers Association have already invoked sanctions.

During the NEA Convention, the president of the Fort Wayne Teachers Association, J. R. Rothhaar, said that Fort Wayne teachers were greatly heartened by court action June 30 enjoining the city's superintendent of schools and board members from coercive actions against teachers.

The same court—Allen County Circuit Court—ordered the superintendent and school officials to show cause why they should not be held in contempt of court for not complying with a temporary restraining order issued May 25. That order was issued after the superintendent ruled that teachers were required to sign their next year's contracts within a 30-hour period or report later to the superintendent's office for signing.

An NEA Professional Rights and Responsibilities Commission investigating committee announced on May 31 that poor communications, coupled with the school administration's failure to recognize the teacher's new role in educational planning, had brought a clear and present danger to the Fort Wayne schools (see NEA Reporter, June 16, 1967).

# Vice-President Humphrey Urges Twelve-Month Year for Schools

## Tells Convention Boys and Girls Need Extra Help

"I believe our schools should be open twelve months a year," Vice-President Hubert H. Humphrey told NEA Conventioneers at their final session July 7.

"Now I know there are a thousand reasons why it is difficult to keep our schools open the year around," Mr. Humphrey said. "But there are *millions* of reasons why they *must* be kept open—and those reasons are young boys and girls who desperately need the extra help to get an equal chance in life.

"These are boys and girls who tomorrow will be statistics on the unemployment, welfare, and crime rolls unless they get help now. These are the boys and girls who will be lost resources to our country and a blight on the conscience of a nation which can well afford to help them."

Mr. Humphrey asked NEA members to "join in our national Stay-in School campaign—aimed at getting potential dropouts to stay in school and off the streets when the summer months end."

The Vice-President concluded with an appeal to teachers to help build a unified American society. "When this America stands as one, when that kind of society has been built—then we can raise our heads and look to the world around us with confidence and pride. For that will be the day that America the nation matches America the ideal."

**The Vice-President Meets a Convention Guest**

On the final night of the Minneapolis meeting, **Vice-President and Mrs. Hubert H. Humphrey** met Conventioneers at a reception. Above, the Vice-President warmly greets a Convention guest, **Karen Officer,** while Mrs. Humphrey smiles at Karen's mother, **Marian Officer,** a delegate from Nashville, Tennessee.

## Convention Reports Available by Mail

• *NEA Highlights, 1967,* a 20-minute, full color filmstrip and taped narration, includes Convention highlights related to major issues, achievements, policies, and programs of the NEA. It is available at $5 from the NEA Publications Division beginning August 22.

• All major addresses and complete minutes of the business sessions are included in the 1967 volume of *Addresses and Proceedings,* mailed in November to all life members requesting it (to others, the volume is available from NEA Publication-Sales Office for $5).

# New NEA Officers and Directors...

(Continued from page 1, column 1)

Board of Directors. Lois V. Edinger, University of North Carolina assistant professor, moved up to the position of secretary of the Board of Trustees, which Miss Kline had held. Dr. Applegate was elected to the Board of Trustees.

David E. Schulz, Racine, Wisconsin, music teacher, was elected to a three-year term on the NEA Budget Committee, and Nelson L. Kreuze, Battle Creek, Michigan, federal projects director, was elected to a one-year term. Bert Ishee, of North Carolina, a consultant for the Compact for Education, was elected to the committee to fill the unexpired term of David G. Gates, Cheyenne, Wyoming, principal.

A complete list of NEA executive officers and members of the Executive Committee, Board of Trustees, and Board of Directors follows (names of new or re-elected directors are preceded by an asterisk):

♦ *The Representative Assembly elects the president, vice-president, and treasurer. The Executive Committee has eleven members; five are the chief officers of NEA, four are elected by the Representative Assembly, and two by the Board of Directors. The Board of Trustees is elected by the Board of Directors. State associations select the members of the Board of Directors (an additional director is allowed for each 20,000 NEA members in a state).*

*The year the term of office ends is indicated in parentheses following the name.*

### Executive Officers

**Braulio Alonso,** *pres.,* principal, King High School, Tampa, Fla.

**Elizabeth D. Koontz,** *vice-pres. (pres.-elect),* special education teacher, Price Junior-Senior High School, Salisbury, N. C.

**Irvamae Applegate,** *immediate past pres.,* dean of education, St. Cloud State College, St. Cloud, Minn.

**William G. Carr,** *exec. secy.* (until Aug. 1), 1201 16th St., N.W., Washington, D.C.

**Sam M. Lambert,** *exec. secy.* (after Aug. 1), 1201 16th St., N.W., Washington, D.C.

**Lyle W. Ashby,** *deputy exec. secy.,* 1201 16th St., N.W., Washington, D.C.

**Lyman V. Ginger,** *treas.,* prof., College of Education, University of Kentucky, Lexington.

### Executive Committee (Directors, Ex Officio)

Braulio Alonso, *pres.,* NEA.

Elizabeth D. Koontz, *vice-pres.,* NEA.

Irvamae Applegate, *immediate past pres.,* NEA.

Lyman V. Ginger, *treas.,* NEA (1968).

Clarice Kline, *chm.,* Bd. of Trustees, NEA, teacher, Waukesha High School, Waukesha, Wisc. (1969).

Helen Bain, speech and English teacher, Cohn High School, Nashville, Tenn. (1969).

Thelma Davis, teacher, 19 Terracedale Ct., Griffin, Ga. (1968).

George D. Fischer, teacher, 1800 Grand Ave., Des Moines, Iowa (1968).

Helen E. Krause, teacher, Northeast High School, Lincoln, Nebr. (1969).

Mabel M. McKelvey, social studies teacher, 164 Pine St., Berlin, N.H. (1969).

G. Baker Thompson, 124 Locust Lane, Media, Pa. (1968).

### Board of Trustees

Clarice Kline, *chm.,* Bd. of Trustees, NEA.

Lois V. Edinger, *secy.,* assist. prof. of education, University of North Carolina, Greensboro (1969).

Braulio Alonso, *pres.,* NEA.

A. C. Flora, *member emeritus,* retired supt. of schools, 1511 Hagood Ave., Columbia, S.C.

F. L. Schlagle, *member emeritus,* supt. emeritus, 2008 Washington Ave., Kansas City, Kans.

Irvamae Applegate (1971).

W. W. Eshelman, supt. of schools, School District of Upper Dublin, Ft. Washington, Pa. (1970).

### Board of Directors

**Alabama:** Frank Newell, director, Gadsden Center, University of Alabama, Gadsden (1968); *S. J. Whisenhunt, prin., Cash High School, Anniston (1970).

**Alaska:** Doris Ray, teacher, Lathrop High School, Fairbanks (1968).

**Arizona:** *Maria L. Urquides, dean of girls, Pueblo High School, Tucson (1970).

**Arkansas:** *Maxine Chapman, classroom teacher, 4201 Kinkhead, Apt. 16, Ft. Smith (1970).

**California:** *Richard D. Batchelder, exec. secy., California Teachers Association Southern Section, Pasadena (1969); Wilbert Bolliger, teacher, Ganesha High School, Pomona (1969); Donald Morrison, teacher, 3601 Christine St., San Diego (1969); George O. Staley, college teacher, 3616 Pacific Ave., Stockton (1969); *Freda Walker, teacher-counselor, Orland Jt. Union High School, Hamilton City (1970).

**Colorado:** *John G. Stuart, supt. of schools, Adams Co., 6041 Ivanhoe St., Commerce City (1970).

**Connecticut:** *Ella Rice, mathematics consultant, 95 Bungalow Ave., Fairfield (1970).

**Delaware:** George E. Glynn, Jr., principal, Stanton Junior High School, Wilmington (1968).

**District of Columbia:** Helen E. Samuel, consultant on professional negotiations and legislation, D.C. Education Association, Washington, D.C. (1969).

**Florida:** *Doris C. Lewis, classroom teacher, 1704 33rd Ave., Vero Beach (1970); Edna Tait, mathematics teacher, Leon High School, Tallahassee (1968).

**Georgia:** Charles L. Butler, principal, Ursula Collins School, Augusta (1968); Zach Henderson, president, Georgia Southern College, Statesboro (1969).

**Hawaii:** *Hubert V. Everly, dean, Teachers College, University of Hawaii, Honolulu (1970).

**Idaho:** Ezra H. Moore, superintendent, Cassia County Schools, Burley (1968).

**Illinois:** Florence A. Cook, principal, Shabbona High School, Steward (1968); E. H. Mellon, superintendent of schools, 703 S. New St., Champaign (1968); Clifford H. Sweat, principal, Lincoln Junior High School, Park Ridge (1969).

**Indiana:** Herschel C. Heritage, teacher, Alexis Coquillard School, South Bend (1969); Donalda Tillett, teacher, Lincoln School, Peru (1968).

**Iowa:** James A. Harris, teacher, Callanan Junior High School, Des Moines (1969); *Walter Schnelle, elementary prin., 2828 Brookside Dr., Iowa City (1970).

**Kansas:** Helen Case, social studies teacher, 102 South Arthur, El Dorado (1968); Theodore R. Palmquist, principal, 700 S. 55th St., Turner (1969).

**Kentucky:** *Virginia Murrell, music teacher, 400 Taylor Ave., Bellevue (1970); T. K. Stone, superintendent of city schools, Box 605, Elizabethtown (1969).

**Louisiana:** N. B. Hackett, executive secretary, Louisiana Teachers Association, Baton Rouge (1968).

**Maine:** *Persham L. Amsden, junior high prin., 34 Lincoln St., Brewer (1970).

**Maryland:** Thomas G. Bush, special assistant, Lombard Junior School, Baltimore (1968); *Elmer T. Hawkins, high school prin., Garnett School, Quaker Neck Rd., Chestertown (1970).

**Massachusetts:** Joseph A. Letorney, principal, Avon High School, Avon (1968).

**Michigan:** Nelson L. Kreuze, federal projects director, Calhoun Intermediate School District, Battle Creek (1968); *Lucile P. MacArthur, mathematics and science dept. head, Cheboygan High School, Cheboygan (1970).

**Minnesota:** *A. J. Kramer, physical education teacher, 312 7th Ave., N.E., Roseau (1970); L. E. Mortensen, social studies teacher, Tracy High School, Tracy (1968).

**Mississippi:** C. E. Hayman, superintendent of schools, Amory Public Schools, Amory (1968).

**Missouri:** *Mildred Leaver, director of special services, Rolla Public Schools, Box 700, Rolla (1970); Julia B. Schmidt, retired principal, 3828 Wilmington Ave., St. Louis (1969).

**Montana:** *Wallace O. Forsgren, director of instruction, P.O. Box 225, Bozeman (1970).

**Nebraska:** Howard F. Schroeder, superintendent of schools, 600 12th Ave., Holdrege (1968).

**Nevada:** Marian R. Conrad, teacher, 3369 Belford Rd., Reno (1969).

**New Hampshire:** *Mabel M. McKelvey, social studies teacher, Berlin High School, Berlin (1970).

**New Jersey:** James M. Lynch, Jr., dean of students, Glassboro State College, Glassboro (1969); Kathryn E. Stilwell, counselor, Fair Lawn High School, Fair Lawn (1968).

**New Mexico:** *James D. Stewart, 900 E. Yeso Dr., Hobbs (1970).

**New York:** Catharine O'C. Barrett, teacher, Croton School, Syracuse (1968); James A. Cullen, educational consultant, Southgate-Alger Court, Bronxville (1969).

**North Carolina:** Bert Ishee, consultant, Compact for Education, Fayetteville (1968); John Harding Lucas, principal, Hillside Senior High School, Durham (1969); Anna L. Neese, elementary teacher, Grimes School, Lexington (1968).

**North Dakota:** Philip Rognlie, teacher, Central High School, Fargo (1969).

**Ohio:** Dickinson T. Guiler, assistant superintendent, 430 E. Pease Ave., West Carrollton (1969); *Helen Lyborger, elementary teacher, R.R. 1, Box 357, Millbury (1970); Donald D. McIlroy, principal, Pleasant School, Oberlin (1968).

**Oklahoma:** *Juanita Kidd, high school counselor, 5408 N. MacArthur, Oklahoma City (1970).

**Oregon:** *Merlyn W. Smith, classroom teacher, 3014 W. 18th Ave., Portland (1970); *Lucy Ellen Wessling, 9332 N.E. Skidmore St., Portland (1969).

**Pennsylvania:** A. Clair Moser, associate executive secretary, Pennsylvania State Education Association, Harrisburg (1969); Henry J. Stoudt, administrative assistant to the superintendent, R.D. 1, Petersburg (1968); G. Baker Thompson, 124 Locust Lane, Media (1968); *Jane P. Walker, mathematics teacher, 325 Park Ave., Clairton (1970).

**Puerto Rico:** José Joaquin Rivera, coodinator, Latin American Relations, Hato Rey (1969).

**Rhode Island:** Mary A. Shea, 89 Lewis, Fall River (1968).

**South Carolina:** Gladys Robinson, guidance director, Lancaster Senior High School, Lancaster (1969).

**South Dakota:** Ellen Lee, principal, Wilson Elementary School, Rapid City (1969).

**Tennessee:** *William A. Lewis, Jr., speech and English teacher, 189 S. Perdue Ave., Oak Ridge (1970); Donald G. Sahli, executive secretary, Tennessee Education Association, Nashville (1969).

**Texas:** Louise Emmett, teacher, Ft. Worth Public Schools, Ft. Worth (1969); *James F. Malone, supt. of schools, 1305 Andrews St., Kilgore (1970); Grace M. Scott, librarian, Tulia High School, Tulia (1968).

**Utah:** Moroni L. Jensen, principal, Granger High School, Salt Lake City (1969).

**Vermont:** Mary B. Naylor, consultant, Vermont Education Association, Montpelier (1968).

**Virginia:** John B. Madden, principal, John Marshall High School, Richmond (1969); Jos. B. Van Pelt, division superintendent, 211 Pinecrest Lane, Bristol (1968).

**Washington:** *James R. Nelson, coordinator of interagency projects, 842 Westlake Sammammish Pkwy., Bellevue (1970); Gerald L. Saling, principal, Roosevelt Elementary School, Spokane (1969).

**West Virginia:** *John F. Montgomery, pres., Greenbrier College, Lewisburg (1970).

**Wisconsin:** David E. Schulz, vocal music teacher, J. I. Case High School, Racine (1968).

**Wyoming:** *Donald Blakeslee, high school guidance counselor, 201 El Rancho Dr., Rawlins (1970).

**Member Emeritus:** *F. L. Schlagle

**Life Director:** Charl O. Williams, Potomac Plaza Apts., 2475 Virginia Ave., N.W., Washington, D.C. (Former presidents of the Association elected prior to July 1, 1937, serve as ex officio members of the Board of Directors).

# NEA REPORTER

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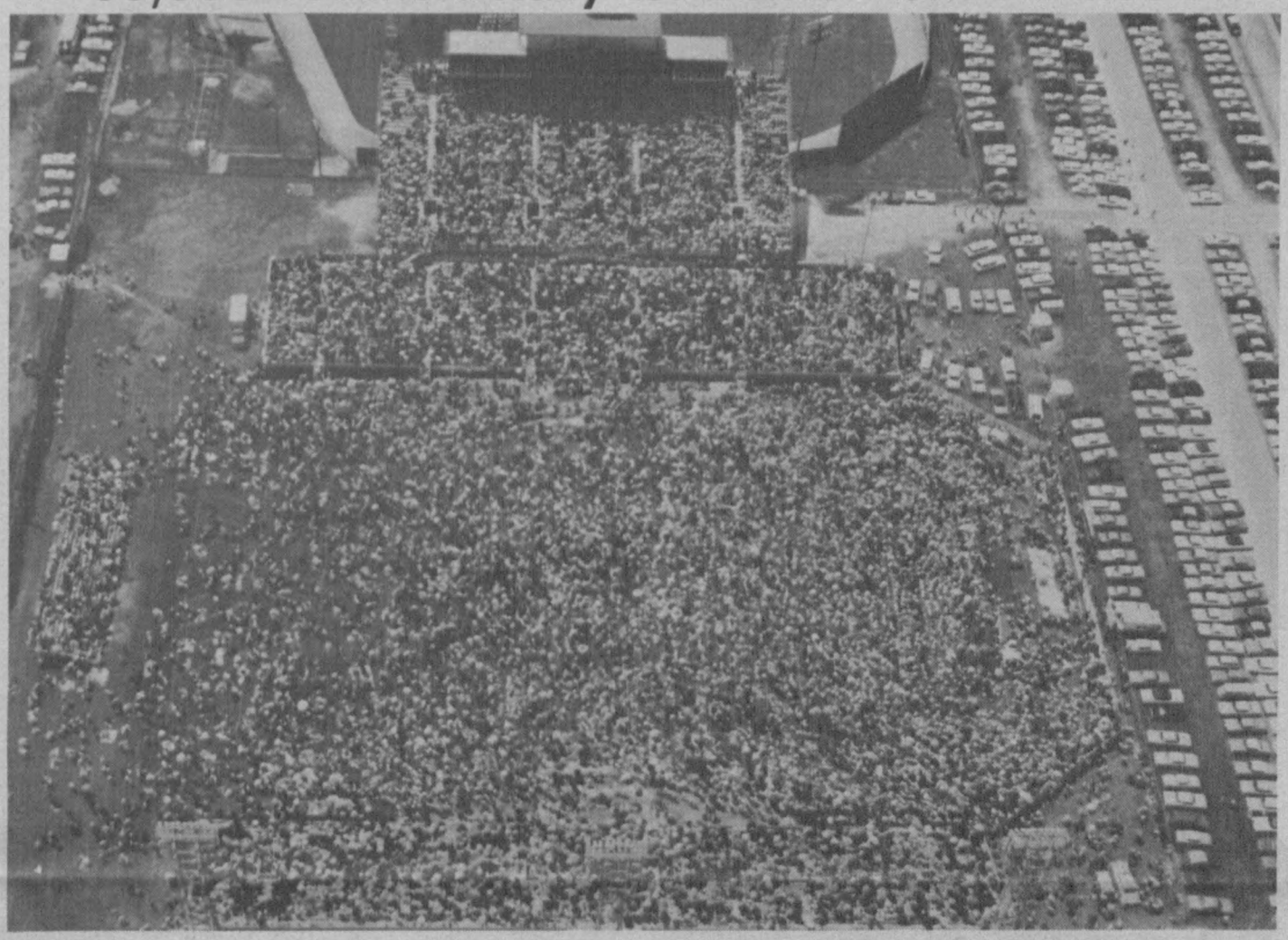
## 35,000 Teachers Rally for Better Florida Schools



An estimated 35,000 Florida teachers jammed Orlando's Tangerine Bowl August 24 to show solidarity in their struggle to win improvement in Florida's public schools. The gathering of teachers—the largest in the state's history—was held specifically to reinforce the sanctions that have been invoked by both the Florida Education Association and NEA in protest against poor financing of state public schools. Many of the teachers carried placards reflecting their impatience with Gov. Claude R. Kirk, who has vetoed bills to improve Florida's sagging schools, and their skepticism for the Governor's promised long-range program, which he asserts will make Florida first in education by 1975. Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare, who addressed the rally, asked rhetorically, "What parent wants to tell his child that 'we are going to make Florida first in education, but the improvements won't be made until after you are out of school'?" Phil Constans, Jr., FEA executive secretary, called for Florida teachers to turn in signed resignations to local education association leaders. These, he said, may then be submitted to school officials in one fell swoop if Governor Kirk continues to refuse to call a special legislative session to grapple with Florida's education problems. Thousands of resignation forms have been turned in since the August 24 meeting. FEA invoked two statewide sanctions last May 24, then added another on June 3. NEA invoked two sanctions on June 5, then strengthened them on July 21.

**NEA Gives $50,000 to Florida Teachers**

After he addressed 35,000 Florida teachers gathered at the Tangerine Bowl last month—shown in the photo at the top of this page—**Cecil J. Hannan** (left), NEA assistant executive secretary for professional development and welfare, backed up his words by presenting a check for $50,000 to FEA President **Dexter H. Hagman,** a social studies teacher in Pompano Beach. The money, from the NEA DuShane Fund for Teacher Rights, will finance continued efforts to get better public schools in Florida.

## *School Board Journal Erroneously Says NEA Restricts Membership To Classroom Teachers*

The August issue of the *American School Board Journal* erroneously reported that NEA's 1967 Representative Assembly passed a resolution limiting Association membership to classroom teachers. NEA Executive Secretary Sam M. Lambert, in a letter to the editor of the magazine, explained that membership in NEA is open to any qualified person who is actively engaged in the profession of teaching. He asked for a correction of the magazine's error.

"The NEA has been in existence for 110 years," Dr. Lambert wrote. "It is the largest professional organization in the world and the only *all-inclusive* national professional organization of educators in the United States. . . . The NEA Representative Assembly enacted several far-reaching resolutions at Minneapolis. It did not, however, enact any resolution on limitation of membership," NEA's executive secretary added.

*Federal Support Position Clarified*

## *NEA Favors General Aid Plus Better Specific Aid*

Spelling out NEA's current position on federal aid to education, NEA Executive Secretary Sam M. Lambert said this month that the Association advocates retention of present categorical aid programs plus emphasis on general aid as the main thrust for the future in providing quality education for America.

"NEA does *not* recommend converting categorical, or earmarked, grants into general aid programs," the new executive secretary emphasized. He pointed out that delegates to the 1967 NEA Representative Assembly in Minneapolis adopted a resolution recommending that "present federal programs of specific aids be continued, expanded, and improved by consolidation, simplified administration and reporting."

Dr. Lambert quoted recent testimony that Association spokesmen gave before the Senate Subcommittee on Education. These spokesmen, he said, told the Senators that NEA "has given vigorous support to the Elementary and Secondary Act since its inception—and contrary to widespread misinformation in the news media, continues to support the purposes of the legislation, and for the most part, the design of the Act as originally passed."

NEA believes that categorical grants have served, and are serving, an important role, Dr. Lambert said, but that the nation now can—and must—move on to broad general aid to education. He noted that the 1967 NEA resolution urges that "further expansion, related to federal support of education, be general in nature."

(See FEDERAL AID, page 4 column 2)

## NEA Sends $10,000 To Alaska Teachers

**NEA sent $10,000 to help teachers and their families in flood-ravished Fairbanks, Alaska, last month. The money, available through the NEA DuShane Fund for Teacher Rights, was sent to the Alaska Education Association August 16, NEA President Braulio Alonso announced.**

**The Alaska association requested emergency aid to help provide food and shelter for some 300 elementary and secondary school teachers and their families. In addition to supplying the money, President Alonso said, NEA notified all its state affiliates of the Alaska need.**

**Detroit Association Members Provide Food and Clothing for Riot Victims**

Members of the Detroit Education Association acted quickly this summer to bring aid and relief to victims of the city's rioting. Immediately following the riots, DEA launched a food and clothing collection and distribution system, centered in the DEA headquarters at 17616 Wyoming Avenue. Above, workers in the DEA office get boxes of emergency supplies ready for distribution to centers that were set up throughout the riot-torn area. In the photo at right, DEA Vice-President **Robert Johnson** delivers a box of food to the Moore Elementary School, a distribution center set up by the Detroit board of education. In the photo, community agent **Mary Williams** receives the food. In three days, DEA collected more than 300 boxes of food and clothing and distributed them to six disaster centers. More than 40 DEA members volunteered to help solicit, pack, and distribute the supplies. DEA also delivered food directly to a family whose four-year-old girl was killed during the rioting and delivered milk directly to the family of one of its own members with small children. In addition, DEA members donated about $100 to the Interfaith Emergency Council to help pay for milk given to children during the rioting.

# *Teacher of Future May Have New Role As 'Learning Mentor,' Conference Told*

## *Regional Meeting Draws 425 To Minneapolis*

"Teaching as it is known today may soon play a secondary role in education as knowledge explodes and technological developments continue," Robert E. Stepp told 425 participants in an NEA North Central Regional Conference on Instruction in Minneapolis last month. Dr. Stepp, director of audiovisual instruction, Midwest Regional Center for the Deaf, Lincoln, Nebraska, said that "the teacher's role in the future may be as the learning mentor—a person who guides, counsels, advises, prescribes, moderates, and also teaches. Teaching, as we know it today, may become one of the secondary roles."

### Joint Sponsorship

The conference theme was "Implementing Concepts of Learning Through New Technology." Sponsors of the meeting were NEA and the state education associations of Iowa, Kansas, Minnesota, Nebraska, North Dakota, and South Dakota.

Harold E. Wigren, NEA educational television consultant, urged the conferees to use instructional television "to the hilt." Teachers should use ITV not only when it can do the job better than they but when it can do the job as well. "We have so much to do that we can no longer afford the luxury of doing without power tools, such as television, any more than we can do without our electric typewriters in our offices or our vacuum cleaners in our homes," Dr. Wigren said.

The opening address at the conference was delivered by Lewis Rhodes of the National Association of Education Broadcasters. His topic was "A McLuhan-like Look at the Problems of Learning," and he told the conferees that "environment in and out of the classroom has a definite effect on the student and the learning process."

Regimentation in Russian education was decried by Charles E. Bish, director of the NEA Project on English Composition. Dr. Bish, who recently returned from several weeks' observation of USSR schools, told the conferees, "If you want your patriotism bolstered, go to Moscow and see the regimentation which prevails in every activity of human endeavor. American education is making great advances," he said, "and we don't have to rely upon intense indoctrination and total regimentation to accomplish our objectives."

**Homemade Aids Promote Student Learning**

**Robert W. Anderson,** audiovisual consultant, Minnesota State Department of Education, told educators attending the NEA North Central Regional Conference on Instruction about homemade visual aids to help students learn. "No federal grants are necessary for these," he told the conferees. Among the exhibits he displayed were models of "Houses Around the World," carved by a disabled craftsman; recordings of jungle sounds supplied by missionaries; weights made with ordinary film canisters; and a model of a human lung made with a jar, two balloons, and a sheet of rubber.

## *Office of Economic Opportunity Grants Back NEA-Guided Projects To Aid Underprivileged*

More than a million dollars has been granted the NEA by the U.S. Office of Economic Opportunity for this coming school year for the last half of the two-year Project Interchange and a new, but related, NEA-OEO project. Both projects will be completed by October 1968.

Last year 21 public school teachers, participants in Project Interchange, staffed four Job Corps training centers. They returned to their home school districts this fall to apply the techniques they learned for teaching underprivileged youth.

Under the new project—which omits the second year of service in the home school system—about 20 other public school teachers reported to Job Corps centers this month to help handle basic and vocational education and counseling.

Project director is Robert A. Luke, head of the NEA Adult Education Service Division.

## Safety Commission Study Examines School Bus Practices

The National Commission on Safety Education is conducting a nationwide study of school bus safety at the request of the National Highway Safety Bureau, Federal Highway Administration, U.S. Department of Transportation. The project is funded with $51,680 from the Federal Highway Administration's $8 million program inaugurated earlier this year.

The NEA commission will document and evaluate current practices in school bus operation, with special attention to equipment, driver instruction, distances traveled, and accident records. The final report is due by December 31, 1967, commission spokesmen said.

The study includes a critical review of the literature on school transportation, on-location visits to selected states to assess current practices and problems, and consultation with about 100 persons in the field.

Heading the study as principal is Norman Key, the commission's executive secretary, and co-principal is Stanley A. Abercrombie, associate secretary.

**NEA REPORTER**

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Telephone Area Code 202, 223-9400

Braulio Alonso ..... President
Sam M. Lambert ... Executive Secretary

• • • •

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# Low-Cost Auto Leasing Program Launched On Pilot Basis As an NEA Special Service

## Overseas Affiliate To Negotiate for Teachers in Europe

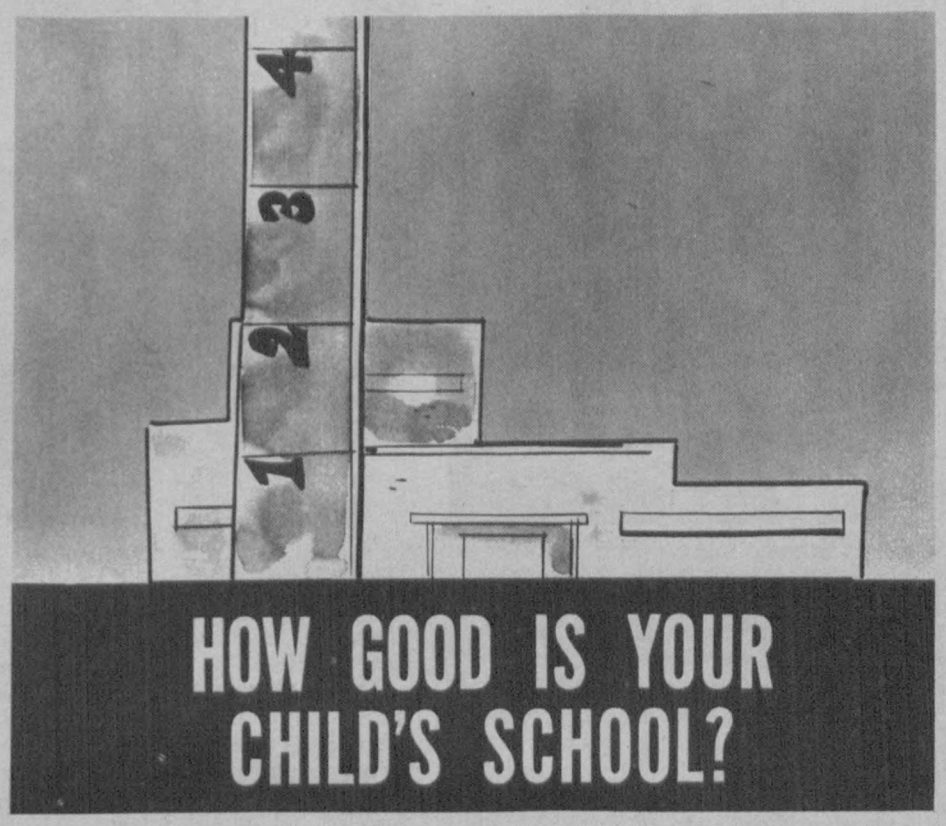
The Overseas Education Association, an NEA affiliate, was granted exclusive recognition this summer by United States Dependents Schools, European Area, to represent approximately 3,500 teachers in Army, Navy, and Air Force schools. OEA President James Norman said the recognition means that OEA will now be able to provide even greater services to American teachers in Europe.

"Teacher assignments and transfers are matters of highest priority to educators—and to OEA," Mr. Norman said. "This recognition gives us the right to expand upon and improve what we already have been doing."

### Additional Recognition

OEA also has received formal recognition from the Department of Defense and the Department of the Navy covering the almost 7,000 educators in the Overseas Dependents Schools. OEA President Norman, OEA Membership Chairman Chris Mitchell, and NEA officials have held a series of conferences with Department of Defense personnel this summer.

Recent NEA and OEA testimony before Congress has led to House and Senate agreement with the NEA-OEA position that the per-pupil limitation on funding of the overseas schools should be abolished.




"How Good Are Your Schools?"—the theme for American Education Week 1967—is a question that reflects the vigorous concerns of parents and others throughout the nation about "how their schools measure up." To assist such persons, NEA has produced a full-color filmstrip titled "How Good Is Your Child's School?"—complete with recorded narration and a presentation guide. A 16-page special feature on the subject, on which the filmstrip was based, is being distributed to the Association's more than one million members in the September *NEA Journal*. Although designed specifically for use during the AEW observance, November 5-11, the filmstrip kit and companion booklet can be used throughout the year by PTA's and other interested groups as they strive to make their schools even better. Reprints of the *NEA Journal* feature are available in packages of 35 for $1 (stock no. 051-02122) and the filmstrip, "How Good Is Your Child's School?"—including narration on a 33 1/3 rpm record—may be ordered at a cost of $7 (stock no. 058-02120) from the NEA Publication Division, NEA Center (orders for $2 or less must be accompanied by payment).

## Teachers Services Corporation Set To Handle Plan

A new NEA special service—low-cost auto leasing—has been launched on a pilot basis. The leasing service—at a monthly cost considerably below either private leasing arrangements or credit purchase plans—is under way in Michigan, Southern California, and in the Washington, D.C., metropolitan area (including parts of Virginia and Maryland).

Special Services Division Director Jack H. Kleinmann said this week that after the pilot program is completed, NEA members throughout the nation should be able to enjoy the new service within five years.

Dr. Kleinmann announced that NEA and its affiliated state associations have taken action to establish a Teachers Services Corporation to handle the auto-leasing service. TSC may eventually handle all special services for the Association, he said.

NEA has already subscribed for half of the outstanding stock of TSC, Dr. Kleinmann said. During September, affiliated state, regional, and local associations with a full-time executive secretary will be given an option to purchase the remaining shares.

Charles R. Jones, TSC national auto-leasing coordinator, said this month that reliable estimates indicate that within a decade a majority of automobiles in the nation will be leased rather than purchased. "As with the other NEA special services, NEA members will be in on the ground floor and at bargain-basement prices," he said.

Special services already available to members include low-cost life insurance, bargain-rate accidental death and dismemberment insurance, tax-sheltered annuities, and the NEA Mutual Fund.

**Every NEA member will receive detailed information by mail within the next 30 days about NEA insurance plans, the NEA Special Services Division has announced. Two mailings will describe both the low-cost life insurance plans and the NEA accidental death and dismemberment insurance.**

**Any member who fails to receive information about the plans may write directly to the Special Services Division, NEA Center, for the materials.**

# Visit to Holy Lands Is Among Eight Tours Available to NEA Members This Winter

Christmas in the Holy Lands will be one of the eight NEA-sponsored Christmas tours offered between December 19 and January 7.

Both Bethlehem and Jerusalem will be included in the Holy Lands tour; Athens and Rome are also in the itinerary. The tour originates in New York on December 19, with round-trip air transportation included in the $1,095 tour price. Sightseeing substitutions will be made for the portions of the tour originally scheduled for Egypt and Libya.

Other NEA-sponsored Christmas tours will be the Polynesian Holiday in Hawaii ($345); Christmas in Spain and the Canary Islands ($689); Golden Holiday in Florida ($392); Tropical Holiday in San Juan ($392); Festive Holiday in Mexico ($444); and Enchanting Holiday in Bermuda ($335). Christmas season Cunard Lines cruises may also be reserved through the NEA Division of Educational Travel.

Early fall application for reservations on Christmas tours is recommended; transportation and hotel space is frequently unavailable by December. Write to the Educational Travel Division at NEA Center.

**The NEA Executive Committee has ruled that only members in good standing are eligible for NEA-sponsored group travel programs. This means that early payment of dues is essential for members intending to enroll for travel programs.**

**The NEA Division of Educational Travel recommends payment of dues no later than early October to ensure eligibility for all programs. The division also recommends that members who plan to take advantage of NEA travel programs obtain written evidence of dues payment in order to expedite their travel applications.**

## Superior Court Judge Upholds New Haven Teachers League As Legal Exclusive Negotiation Agent for City's Teachers

The New Haven Teachers League—an affiliate of the Connecticut Education Association and NEA—was upheld as the legal representative of the city's teachers last month when a superior court judge threw out a teachers union law suit. The union's suit sought to end the league's three-year exclusive negotiation contract with the school system.

The league's legal efforts were jointly financed by NEA, CEA, and the local association.

Superior Court Judge Joseph S. Longo denied the union's plea in a 20-page memorandum spelling out the failure of the union to show, as it claimed, that the league's negotiation contract was invalid. Judge Longo also pointed out that the union could have requested a new representation election at any time by presenting a petition signed by 20 percent of the teachers. It was apparent that the union could not muster sufficient strength among the city's teachers for such a petition.

C. Newton Schenk, president of the New Haven board of education, said he was "gratified" by the decision because he believed the contract with the Teachers League was a "milestone in setting out not only wages and terms of work, but encouraging teachers to participate in policy making."

## NEA Mutual Fund Increases Assets

As of September 1, the NEA Mutual Fund had total assets of $8,695,200. The net asset value per share was $11.63 and the offering price was $11.87. The number of shareholders on the same date was 7,206.

For a free copy of the latest version of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

# Classroom Teachers Focus on Educational Change and Lea

Classroom teachers from 47 of the 50 states became more deeply involved in their role as agents of educational change during a two-week leadership conference at Bemidji (Minnesota) State College this summer. The teachers (well over 300 of them) were members of the Association of Classroom Teachers, and the July 9-21 meeting was the 24th Classroom Teachers National Conference sponsored by the NEA department. The participants met education leaders, such as **Sam M. Lambert** (right, above), NEA's new executive secretary, and **John Yourd** (left), chairman of the Division of Education at Bemidji. Dr. Lambert spoke to the teachers at one session of the conference about NEA goals during the years ahead.

Other speakers during the two weeks included Nolan Estes, associate commissioner of the Bureau of Elementary and Secondary Education of the U.S. Office of Education, and Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare. Dr. Estes congratulated classroom teachers on their deep involvement with federal programs in education and urged them to learn all they can about new and continuing federal aid programs. He asked teachers to help in devising "new objects or new systems that can assist in teaching more, and better, and in less time." Dr. Hannan discussed "New Power and New Responsibility" in his address at the final conference banquet.

The teachers also devoted considerable time to developing their own leadership skills in seminars designed to use new applied behavioral science methods. Thirty-five officers and staff members of local, state, and national education organizations served as group leaders for these seminars, working under the direction of a team of behavioral scientists from the National Training Laboratories Institute for Applied Behavioral Science.

Not all the hours were spent in work, of course, with mealtimes and evenings often becoming convivial events. In the photo at center above, **James W. Carlin,**

## National TEPS Commission Continues 'Teacher and His Staff' as Theme

NEA's National Commission on Teacher Education and Professional Standards announced this month that "The Teacher and His Staff" would continue as the theme for the commission's activities throughout the 1967-68 school year. The theme was the focus of the commission's highly successful Year of the Non-Conference during 1966-67 and is being continued, TEPS spokesman said, because "a year of intense study has clearly shown that educators are often not aware of the many innovative activities taking place around the nation."

### Materials Prepared

To promote and continue its efforts to involve more and more teachers in the study of educational innovation, NCTEPS has prepared a variety of materials. The materials include, for example, an annotated listing of some 200 innovative programs located in cities from Lewiston, Maine, to Tokyo, Japan; a film, "The Quiet Revolution," illustrating the use of auxiliary personnel; and a new film produced in cooperation with the U.S. Office of Education titled "More Different Than Alike," portraying a series of new instructional programs in Alabama, Kentucky, Arkansas, Idaho, and Minnesota.

### "Teacher Aides at Work"

In addition, Gertrude Noar's booklet, *Teacher Aides at Work* (which was published as part of the Year of the Non-Conference), shows how teacher aides are being used in classrooms throughout the country. This booklet follows up the TEPS publication, *Auxiliary School Personnel,* a position statement.

To look at the use of technology, TEPS and the NEA Center for the Study of Instruction are jointly releasing a publication by Bruce Joyce on the topic *Man, Machines and Media.*

Two additional new TEPS publications will focus on teacher education: Kevin Ryan is preparing a paper on "A Performance Curriculum for Teachers," and Dwight Allen will analyze current differentiated staff proposals.

## *FEDERAL AID . . .*

(Continued from page 1)

He noted too that the NEA Legislative Commission, after months of study and review of existing federal legislation, recommended *supplementing* present categorical grants with a tax-sharing program. That program, if passed, would return $50 per school-age child to each state in fiscal year 1969 and $100 in 1970 for the purpose of strengthening public instruction. The estimated cost of this program is $2.5 billion the first year and $5 billion the second.

Misunderstanding of the Association's position may have resulted from the fact that the Educational Policies Commission, an independent agency jointly sponsored by NEA and the American Association of School Administrators, recently issued a set of long-range recommendations on federal aid to education, Dr. Lambert said. The commission, however, speaks only for itself and does not make policy for the organizations which sponsor it, he said. Its sole authority lies in the contribution its studies make to thinking on educational issues.

"Official policies of the NEA are embodied only in the Platform and Resolutions adopted annually by the Representative Assembly," Dr. Lambert said. "Its positions on legislative issues related to education are implemented through the NEA Legislative Commission and the Federal Relations Division."

[The full text of Resolution 67-4, on "Federal Support of Public Education," appears in the September issue of the *NEA Journal,* now in the mail to all members.]

**NEA President at American Legion Convention**

NEA president for 1967-68, **Braulio Alonso** (second from left), speaks with newly elected American Legion National Commander **William E. Galbraith** of Beemer, Nebraska. President Alonso addressed the Legion convention in Boston on August 29. The NEA-American Legion Joint Committee also met during the Legion convention to underscore the 47th annual observance of American Education Week, November 5-11, which has been jointly sponsored by NEA, the Legion, the National Congress of Parents and Teachers, and the U.S. Office of Education since 1921. **Jack Mears** (right) and **Lawrence Cross** (left) are co-chairmen of the NEA-Legion Joint Committee.

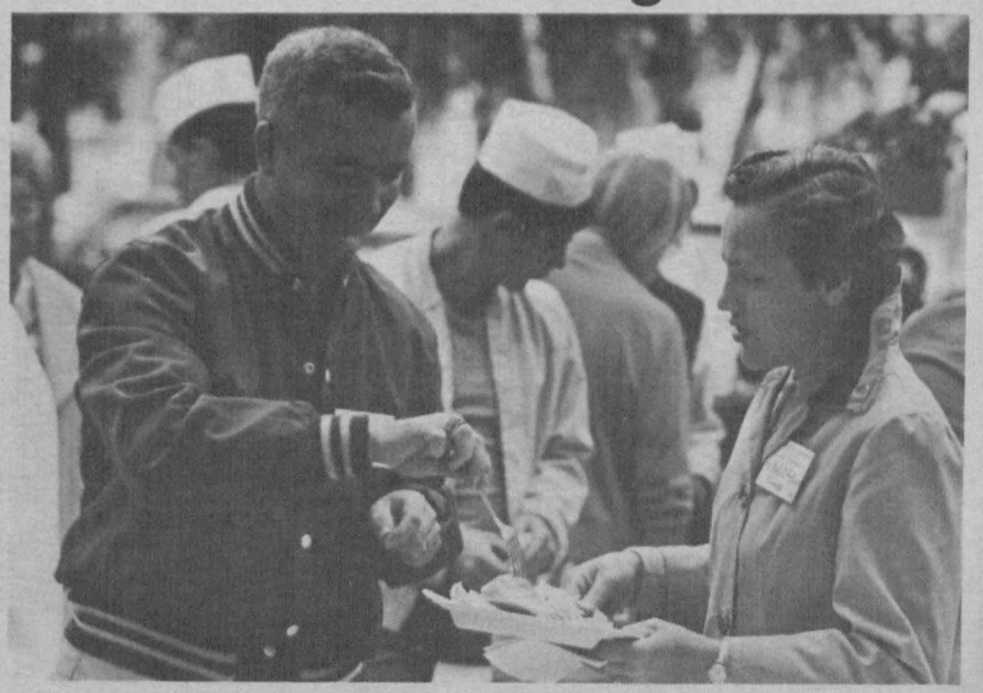
## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Florida Public Schools |
| • Indiana State Teachers Association | Fort Wayne Community Schools |
| • Maryland State Teachers' Association | Baltimore City Public Schools |
| • National Education Association | Baltimore City Public Schools |
| • National Education Association | Florida Public Schools |
| • New Jersey Education Association | Jersey City Public Schools |
| • Ohio Education Association | Struthers Public Schools |
| • Vermont Education Association | Fletcher Public Schools |

The Massachusetts Teachers Association lifted sanctions from the Chicopee school system on July 18 at the request of the Chicopee Teachers Association. MTA said that with the signing of a new contract in the school system "a professional teaching climate now exists in the city of Chicopee."

# ers Focus on Educational Change and Leadership Training



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Not all the hours were spent in work, of course, with mealtimes and evenings often becoming convivial events. In the photo at center above, **James W. Carlin,** president of the Minnesota Department of Classroom Teachers, serves food to **Phyllis J. Fredlund,** of Canby, Minnesota, during an outdoor fish fry.

In the photo at right above, **Charles F. Deubel** (right), 1966-67 president of ACT, goes through the fish fry line with **Dennis G. Gilbert,** president of the National Union of Teachers of England and Wales, who was a conference guest. Current ACT President Ruth Trigg spoke on her 1967-68 theme, "Teaching—A Changing Profession." Another past president, Elizabeth D. Koontz, who is now NEA president-elect, addressed the conference during the first week. Also on hand was Bruce P. Eckman, ACT president-elect.

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(Continued from page 1)

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## *Hilda Maehling Fellowship Applications Deadline Placed at November 15*

Classroom teacher applications for the Hilda Maehling Fellowship awards are due by November 15, the Association of Classroom Teachers has announced. ACT grants funds annually to teachers for projects which will help them grow professionally, develop improved professional techniques, and advance professional association work.

November 15 is also the deadline date for the Hilda Maehling Fellowship in World Affairs award, initiated last year. Applications for the fellowships may be obtained from ACT at NEA Center. The World Affairs fellowship grant is $500; other Maehling grants vary from several hundred to several thousand dollars.

## NEA Joins in Opposing Housing Discrimination

NEA, through its Committee on Civil and Human Rights of Educators, recently joined the National Committee Against Discrimination in Housing. NCDH is a nonprofit group working to achieve conditions in which every American family can secure a home in the neighborhood of his choice.

Founded in 1950, NCDH is an affiliation of 41 major religious, civil rights, labor, and civic organizations. It serves as a national clearinghouse for information, counsel, and technical guidance on the civil rights aspects of housing. It holds conferences on a national, regional, and local basis, and has a fact-finding and publication program which includes the preparation, interpretation, and distribution of current information in the field.

## NEA Overseas Teach Corps Sponsors First Project in Asia

A seven-member team of educators recently completed the first NEA Overseas Teach Corps project sponsored in Asia by the Association's Committee on International Relations. The team left the United States in late June for an eight-week workshop in Katmandu, Nepal, where they worked with Nepalese elementary school teachers in the areas of curriculum development, methodology, and the use of textbooks.

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## Status of Major Federal Education Bills As of September 10

| Bill | House | Senate | Major Provisions |
|---|---|---|---|
| Labor-HEW Appropriation | Passed May 25 | Passed August 2 | About $4 billion for U. S. Office of Education-administered programs in Fiscal 1968. |
| | In Conference | | |
| Defense Department Appropriation | Passed June 13 | Passed August 22 | Includes $86 million for DOD Overseas Dependents Schools. |
| | In Conference | | |
| Independent Offices Appropriation | Passed May 17 | Reported August 29 | Provides for Model Cities program (planning and project funds). |
| Civil Rights Act, Title IV Appropriation | Passed May 31 | Hearings completed | Provides grants & technical assistance for school desegregation. Budget request: $30 million. House allowance: $10 million. |
| Elementary and Secondary Amendments HR 7819, S 1125 | Passed May 25 | Hearings completed | Extends ESEA through Fiscal 1969. House version transfers Titles III and V to states. |
| Economic Opportunity Amendments S 1545, HR 8311 | Hearings completed | Reported August 29 | Authorizes $2.06 billion for FY 1968; improves program administration, provides summer camps for disadvantaged children. |
| Higher Education Amendments HR 6232, S 1126 | Hearings in progress | Hearings due in September | Extends NDEA, Higher Education Act of 1965. See next entries. |
| Education Professions Development Act HR 10943 | Passed June 27 | Passed June 28 | Amends Title V of HEA; extends Teacher Corps for three years; provides $1.1 billion in training programs for education personnel. |
| | (Public Law 90-35) | | |
| College Work Study Amendment HR 11945 | Passed August 10 | Passed August 25 | Provides that federal share be 85% after Aug. 27 (instead of 75% as in present law). |
| | Cleared for White House | | |
| Educational TV HR 6736, S 1160 | Reported August 10 | Passed May 17 | Creates public television corporation; continues construction grant program. |
| Vocational Amendments HR 8525 | Hearings completed | | Authorizes grants for innovative projects (similar to ESEA Title III); creates fellowships. |
| Appalachia Amendments, S 602 | Hearings completed | Passed April 27 | Vocational education facilities; supplements to grant-in-aid programs. |
| Judicial Review S 3 | Hearings due in September | Passed April 11 | Permits court tests of constitutionality of federal aid legislation. |
| Postal Revenue Act HR 7977 | Markup in progress | | Increases first class, second class, third class & air mail rates; provides some increase in educational materials rates. |
| GI Bill Amendments S 16 | Passed March 20 | Passed August 23 | Provides higher educational benefits for longer periods, increases allowances. |
| | Cleared for White House | | |
| Medicare for Teachers HR 294, S 1071 | Pending in Committee | Pending in Committee | Extends coverage to 700,000 teachers not presently included. |
| Bilingual Education S 428 | Hearings completed | Hearings completed | Provides programs to meet special needs of pupils whose mother tongue is Spanish. |
| Vocational Rehabilitation Amendments HR 12257 | Passed August 21 | | Grants to states for comprehensive programs; establishes National Center for Deaf-Blind Youth and Adults. |

## Student Teaching Association, School Nurses Await Vote On NEA Department Status

Delegates to the 1968 NEA Representative Assembly in Dallas will be asked to vote on NEA department status for the Association for Student Teaching and on the establishment of an NEA Department of School Nurses. The Association for Student Teaching, an independent organization of educators who work with student teachers, was founded in 1920.

The NEA Board of Directors has recommended that both groups become departments, and their applications were presented to the 1967 Representative Assembly.

### *NEA Journal* Gift Subscriptions Available For Board Members, Other Lay Leaders

An association, college, or school system may obtain a gift subscription to the *NEA Journal* for school-board members or other lay leaders at the rate of $4 per year. The order must be placed by an officer or authorized person and must be accompanied by a purchase order and/or check from the association, school system, or college. Orders should be sent to the Records Division at NEA Center.

## NEA Art Education Department Announces Increase in Its Dues

Annual dues in the National Art Education Association were raised on July 1, as voted by its board of directors last spring. For most NAEA members, the dues increase is the first requested in nearly 10 years of this NEA department's operations. Active NAEA membership is now $15, comprehensive $20, institutional comprehensive $25, associate (includes individual students) $9, and student (group membership) $5.

## NEA-AMA Committee Backs Measles Eradication Program

A joint committee of NEA and the American Medical Association has urged educators and physicians to cooperate in a nationwide program to eradicate measles. The Joint Committee on Health Problems in Education points out that medical authorities agree that measles can be wiped out in the foreseeable future by effective use of a new vaccine.

SALARY DEVELOPMENTS

# Massive Salary / Negotiation School Program Set

## 2,500 Expected To Learn Skills Required To Bring Added Economic Benefits

The largest program of regional schools on teachers' salaries and professional negotiation in NEA's history is now under way, Erwin L. Coons, coordinator of NEA's Salary and Negotiation Consultant Service, announced this month. The expanded program includes 16 schools in every section of the nation and is expected to reach more than 2,500 teachers and association staff personnel.

The regional schools are a joint project of the consultant service and the NEA Field Operations and Urban Services regional representatives.

The first school of the year was held last week in Washington, D.C., for educators in Maryland, Virginia, West Virginia, and the Nation's Capital. Others will follow in Portland, Oregon; Minneapolis; Louisville; Salt Lake City; Albuquerque; Omaha; Los Angeles; Auburn, Massachusetts; Chicago; Boston; New Orleans; Dallas; Philadelphia; and Atlanta.

Each school offers a three-day program built around classroom instruction on the functions and responsibilities of salary committees and negotiation committees. Instruction covers such topics as teacher salary scheduling, fringe benefits, justifying salary requests, presenting negotiation packages, budget analysis, and evaluating salary schedules.

Several of this year's salary and negotiation schools will be designed for state education association staff members only. Invitations to all of the schools are mailed from the regional offices of NEA.

**Texas Teachers Achieve Outstanding Negotiation Agreement**

A professional negotiation agreement described by teachers as by far the most comprehensive in Texas was signed in San Antonio this summer. The agreement, signed July 6, recognizes the San Antonio Teachers' Council as the voice of the city's teachers, sets up procedures for consultation between the council and the school district, and establishes procedures for settling any impasses that might arise. **Herbert V. Cooke, Jr.** (seated, right), president of the Teachers' Council, stressed that the accord is a professional agreement that will establish the best rapport between the board and the instructional staff in San Antonio history. The agreement, he said, gives the Council unprecedented recognition. Seated next to President Cooke is **George C. Guthrie,** president of the San Antonio Independent School District board of education. Standing behind them (left to right) are: **Harold Atkinson,** a member of the Teachers' Council professional consultation committee; **Ona Marschall,** a member of the consultation committee; **Oscar E. Miller,** district superintendent of schools; **Lucille I. Boyd,** a member of the consultation committee; and **Lewis C. Lee,** a member of the board of education. Chairman of the Teachers' Council professional consultation committee is Melvin Blize. Negotiation agreements have also been reported by Texas teachers in Alamo Heights, Edgewood, South Park, El Paso, Ft. Worth, and Texarkana.

## Teachers in Seattle Win 19.5% Gain in Benefits

Teachers in Seattle, Washington, have won a two-year salary and fringe benefit package that becomes effective this fall. The agreement, adopted by the Seattle board of education, provides an unprecedented 19½ percent overall economic gain for all certificated personnel. Its provisions include an average 7 percent salary gain plus increment in 1967-68, an average 6½ percent gain plus increment in 1968-69, and an average 3 percent improvement in fringe benefits for the two years.

The benefit package was negotiated by the Seattle Alliance of Educators, an alliance of NEA-WEA affiliates created to serve as the exclusive negotiator for educators in the city. It is the first negotiated settlement in Seattle's history.

## Record Number Attend Math Teachers Session

A record number of educators attended the first of 14 convention meetings scheduled this school year by the National Council of Teachers of Mathematics. More than 2,200 persons went to Montreal August 21-24 for the meeting of the NEA department.

Among the topics participants considered were logic and the learning of mathematics and a half-dozen ways to improve problem-solving ability. They also saw a nonverbal demonstration with elementary school children.

This is the third season of a convention program in which NCTM each year brings a national meeting within reach of each classroom teacher.

Other places and dates on the 1967-68 convention schedule are: Tampa, October 19-21; Kansas City, Missouri, November 16-18; Richmond, Virginia, November 16-18; Houston, November 23-25; New York, joint meeting with American Association for the Advancement of Science, December 29; Chicago, February 22-24; Phoenix, March 14-16; Sacramento, March 29-31; Philadelphia, 46th NCTM annual meeting, April 17-20; Honolulu, June 18-21; Dallas, joint meeting with NEA, July 1968.

## Safety Topics Draw Students To NEA Conference in Missouri

Highway traffic safety and the promotion of safety in the home and school were considered by almost 200 high school students attending the annual conference of the National Student Safety Association August 13-16 in Springfield, Missouri. Held on the campus of the Southwest Missouri State College, the four-day conference was sponsored by the National Commission on Safety Education of the NEA.

During the meeting, the students heard prominent speakers, attended group discussion sessions to review safety programs with their adult sponsors, met in small groups to compare notes, and held business sessions.

New president of the National Student Safety Association this year is Richard Koskella, a senior at W. T. Woodson High School, Fairfax, Virginia, who succeeds Robert Wolfe from Lincoln (Nebraska) Southeast High School.

## Buffalo Teachers Choose NEA Affiliate Over Union as Official Spokesman

Buffalo teachers in June chose the Buffalo Teachers Federation, an NEA-NYSTA affiliate, to represent them as official spokesman before their board of education.

The education association win was over the local union affiliate of the American Federation of Teachers.

Buffalo teachers gave 1,675 votes to the Buffalo Teachers Federation (NEA) and 1,451 votes to the American Federation of Teachers at Buffalo (AFT).

The Buffalo win followed victories near the end of the 1966-67 school term for education associations in Milwaukee and Kenosha, Wisconsin; Springfield and Rockford, Illinois; and Schnectady, New York.

## Guam, NEA Division Jointly Develop Multimedia Program

The government of Guam and the NEA Division of Educational Technology are cooperating on a new Title III educational media project for the territory. As the prime subcontractor in the project, the NEA division will conduct a study-survey of the educational needs and requirements of the territory, design a learning resources center, and chart a plan for the development of a multimedia program for the school systems and community of Guam.

This is the first formal "hands-across-the-ocean" media project NEA has engaged in under a contractual arrangement, and it is the first time the Division of Educational Technology has committed itself to an action research project in the international field.

A study-survey team of instructional and media experts conducted an on-site visit to Guam August 26 through September 15. Harold E. Wigren is serving as staff coordinator for the project.

**1967-68 NEA Theme: "Commitment to Action"**

# CURRENT

What's Going On in TV, Radio, Press, and National Magazines

### Television

*(All times are Eastern Daylight)*

**The 21st Century—Sundays, CBS-TV, 6 P.M.** *September 24* and *October 1*: Parts I and II of "The Computer Revolution"; *October 8*: "The Four-Day Week" investigates the problems of leisure time; *October 15*: "Bats, Birds, and Bionics" examines how man is attempting to copy nature's technology and convert it to his own uses.

**"Africa"—Tuesdays, September 19 through October 10, ABC-TV, 9:30 A.M.** Four successive Tuesday morning broadcasts about the Dark Continent.

**"The Many Faces of Romeo and Juliet"—Friday, September 22, NBC-TV, 10 P.M.** Bell Telephone Hour season premiere with Jason Robards, Claire Bloom, Carol Lawrence, Anna Moffo, and others.

**Discovery—Sundays ABC-TV 11:30 A.M.** *September 24*: "Discovery Discovers America—The Land We Live In," beginning a 26-week series devoted to an examination of the people and places, thoughts and ideas, history and geography of America. *October 1*: "The Declaration of Independence." *October 8*: "The Constitution."

**American Profile—Friday, September 29, NBC-TV, 10 P.M.** Premiere of a documentary series of specials, narrated by Ed Dodd, leading conservationist and creator of the syndicated "Mark Trail" cartoon strip.

**"Twenty Letters to a Friend"—Monday, October 2, 9 P.M.** N.E.T. exclusive network interview with Svetlana Alliluyeva on the publication of her forthcoming book. One hour, to be carried live by some 80 N.E.T.-affiliated TV stations.

### Magazines

*(September issues)*

**Atlantic**—"Death at an Early Age," first of two articles by Jonathan Kozol adapted from his book to be published by Houghton Mifflin in October. A graphic recounting of the author's ghetto experiences as a teacher in the Roxbury section of Boston.

**Better Homes and Gardens**—"Help Your Child Learn More . . . Better . . . Faster" by Martin Mayer, includes list of suggestions for parents.

**Family Circle**—"Who Kills Your Child's Creativity?" by Frances S. Kornbluth and Bernard Bard. In many thoughtless ways, the authors say, adults —both parents and teachers—often crush the spark of originality and natural curiosity in a child.

**Good Housekeeping** — "Should a Child Go to Nursery School?" a short article for parents discussing pros and cons of nursery education. In the same issue, "Getting Children Medically Ready for School."

**Harper's**—"Children of the American Ghetto" by Robert Coles. "They is alive, and you bet they is, and then they goes off and quits," one mother says. Yet we may be deliberately blinding ourselves to the hidden strengths of "culturally deprived" children, the author says.

**Holiday**—"Bennington College," the unique Vermont college sans grades, curricula, or curfew is described by Richard Atcheson.

**Parents' Magazine**—Special education issue features "Closing the Gap," guest editorial by U.S. Education Commissioner Harold Howe II; "National Report: Gains and Goals in Education," by Nolan Estes, U.S. Associate Commissioner for Elementary and Secondary Education, USOE; "Sixth Graders Make Terrific Tutors," by Virginia Bartel; "Babies Love To Learn," by Joan Beck; "Let's Try Year-Round Schools," by George M. Jensen; "Who's Afraid of the New Math?" by Alan Van Dine; "How To Talk to Your Child's Teacher" by Felice Buckvar; "When Should Youngsters Begin a Second Language?" by Bettijane Eisenpreis; "New Hope for City Schools" by Beatrice B. Gotthold; and "How Much Does Your State Spend on Teachers and Pupils?" statistics compiled by NEA.

**Reader's Digest**—"Can Our Colleges Close the Dollar Gap?" reprinted from *Time*.

**Redbook**—"The New Sex Education," by Walter Goodman, tells what parents should know, what children are learning.

**Saturday Evening Post**—(September 9 issue) "What's Wrong With Our Big City Schools," by Martin Mayer. Author describes his five years on the local board of a giant metropolitan school district.

**Seventeen**—"Freshman Year Difficult—But Not Disastrous," an interview with three deans of women (Barnard, Grinnell, and Connecticut College for Women) reveals that lack of academic ability is rarely a factor in freshman-year difficulties; the most brilliant girls sometimes have the most trouble.

# Music Educators Tanglewood Symposium Produces Ideas on Music in U.S. Society

**Topic: Music in American Society**

Some 60 leaders from music, education, industry, communications, labor, religion, and other fields took part in the Tanglewood Symposium on "Music in American Society" this summer at Stockbridge, Massachusetts. In an informal discussion during a break in the conference are **Ole Sand** (left), director, NEA Center for the Study of Instruction; **Olga Koussevitzky,** widow of the Boston Symphony Orchestra conductor, Sergei Koussevitzky; and **Louis G. Wersen,** president of the Music Educators National Conference, the NEA department which sponsored the symposium.

## Summer Meeting Points to Change In Content, Focus

The Music Educators National Conference, an NEA department, has probed forces which will shape the future of American society and has come up with recommendations for changes in content and focus of music education. Music instruction affecting some 43 million children in schools across the nation may be drastically altered as a result, according to MENC spokesmen.

The new directions were developed during an MENC-sponsored Tanglewood Symposium on "Music in American Society." The conference drew leaders from business, philanthropy, labor, religion, sociology, psychology, and philosophy, as well as composers and conductors of symphony orchestras and opera, to Stockbridge, Massachusetts, from July 23 to August 2.

#### Look at Broad Issues

Purpose of the symposium was to consider the challenge of broad social issues in America and to reappraise and evaluate music and music education as potential forces for meeting these issues.

A core group of 20 music educators, representing all facets of the profession, assessed opinions expressed by the 30 guest speakers, as well as conclusions of the symposium study groups, in terms of implications for music education.

**Among new directions spelled out by the symposium was a determination to relate music education to needs of the inner cities. Recognizing also that "the electronic media have exploded the dimensions of music in America," the music educators recommended that "music teachers be concerned with all kinds of people and therefore all kinds of music, embracing rock, the finest concert music, and music of other cultures." Programs to broaden content during undergraduate and in-service teacher training were heartily endorsed.**

Further symposium-recommended action includes training and retraining music teachers to better equip them for work in the big cities; new methods for teaching three- to eight-year-olds, as well as teenagers, college students, and adults; and consideration of expanding developments in technology which may service music education.

The symposium was held in cooperation with the Berkshire Music Center, the Theodore Presser Foundation, and the School of Fine and Applied Arts of Boston University.

*Under NDEA Grant*

## Industrial Arts Association Conducts Five Regional One-Week Institutes

Under a grant from the NDEA Institute for Advanced Study, the American Industrial Arts Association will conduct five one-week sessions in various regions of the United States by the end of January 1968.

The NEA department's first institute in Salt Lake City August 21-25 brought together state superintendents, supervisors of industrial arts, and presidents and other officials of state industrial arts associations from a 12-state area. The second institute will be held in Atlanta October 2-6.

The institutes, comments Howard S. Decker, AIAA executive secretary, are attempting to involve professional associations in improvement of in-service training of teachers. Participants, he said, are also taking a look at the relationship between state education associations and subject matter associations.

Directors of the institutes are Dr. Decker and Ralph C. Bohn, AIAA president, who is chairman of the Department of Industrial Arts at San Jose (California) State College.

The instructional program of the institutes includes formal lectures, symposiums, discussions, and planning sessions presented and organized by the instructional staff of the institute. In addition, consultants supplement the instructional program. The NTL Institute for Applied Behavioral Science of the NEA conducts some of the sessions.

The remaining institutes are scheduled for New York City, November 13-17; Tulsa, Oklahoma, December 11-15; and Chicago, in January.

**Development Reports Available**

Copies of "Change and Renewal," a report of the NEA Development Project, including the recommendations presented at the July NEA Convention, are available without charge until the supply is exhausted from the Office of the Deputy Executive Secretary at NEA Center.

Also available on request is the report of NEA President Irvamae Applegate to the 1967 NEA Representative Assembly in Minneapolis.

## October Journal Offers Two Special Features

Two special features will highlight the October issue of the *NEA Journal:* one on contemporary youth culture and the other on teacher welfare and professional strength. This will give an extra amount of coverage-in-depth to vital topics.

The October *Journal* also includes an article by Marshall McLuhan and announces the winners of the 1967 Teachers' Writing Competition.

Study Indicts Legislature

# Idaho Teachers Announce Statewide Sanctions Alert In Push for Good Schools

In the wake of a study report indicting the Idaho legislature for insufficiently supporting the schools, the Idaho Education Association has issued a sanction alert. The alert, IEA announced, will continue "until such time as the people of the state, the legislature, and the Governor have acted to resolve the problems of inadequate public school financing."

IEA added that "a full sanction will be applied if dramatic progress is not made to finance the public schools and establish a new educational posture in the state." Improvement must come by the 1968-69 school year at the latest, IEA said.

### "Patience Not Inexhaustible"

Speaking through its Educational Policies Commission, IEA warned that the patience of the Idaho teacher is not inexhaustible. "The public schools are too important to our social, economic, and political structure and to the development of our moral and spiritual values to be further neglected for political expediency or economic advantage."

The study report that preceded IEA's action was prepared by William P. McLure, director, Bureau of Educational Research, College of Education, University of Illinois. The study was made for IEA and the NEA Commission on Professional Rights and Responsibilities.

The report calls for five or six years of 12 percent annual increases in school funds, tied to a planned program for improvement in Idaho's public schools. Dr. McLure said that "Idaho is within reach of achieving a unique, and reasonably adequate, system of public education." He called for a "comprehensive study" to be undertaken immediately to develop a long-range plan, "with specific proposals to be submitted to the Governor and the next legislature."

### Report Released July 31

The study report was released July 31. IEA's Educational Policies Commission announced the sanction alert on August 5.

Later last month, on August 14, IEA said it "applauded" the announcement by the state school superintendent that he would establish a widely representative group to determine educational needs and objectives in Idaho. IEA Executive Secretary Wayne York said the establishment of this group would "alleviate any need for IEA to establish such an organization." He added that the group should be named immediately and that "progress should be abundantly evident by the time of the 1968 meeting of the IEA Delegate Assembly" in the spring.

## NEA Home Economics Teachers Get Grant

The S&H Foundation, Inc., recently gave a $10,000 grant to the NEA Department of Home Economics to finance publication of a bulletin for home economics teachers, teacher-educators, and guidance departments. In ceremonies at the foundation's New York office, Katherine Conafay, the department's executive director, received the check from John Beinert, vice-president of the Sperry and Hutchinson Company, distributor of S&H Green Stamps.

## NAMES IN THE NEWS

**Ethel Percy Andrus,** 82, founder and long-time president of the National Retired Teachers Association, died July 13 in Long Beach, Calif. Dr. Andrus, who founded the NEA department in 1947, also founded the American Association of Retired Persons in 1958. Dr. Andrus was the first woman to become principal of a California secondary school, a position in which she served for 28 years. Named to succeed Dr. Andrus as president of NRTA is **Cecilia O'Neil** of San Jose, Calif., who retired from teaching in 1952 after 44 years of service. . . . **William Bealmer,** assistant superintendent and state supervisor of art education, Springfield, Ill., is the new president-elect of the National Art Education Association and will become NAEA president in July 1969. President for 1967-69 is **Ruth Ebken,** director of art in Pittsburgh, who succeeds **Ralph G. Beelke,** head of the Department of Art and Design at Purdue University. . . . **George Hampel, Jr.,** who was national field representative for the United Cerebral Palsy Association's midwest region, is new executive director of the Des Moines Education Association. He replaces **Robert T. Hamilton,** who has become an associate executive secretary of the Iowa State Education Association in charge of field service. . . . **Arnold Erickson,** NEA urban field representative for the past three years, is now executive director of the Oakland (Calif.) Teachers Association. . . . **I. James Quillen,** a past president of the National Council for the Social Studies, died August 5 in Palo Alto, Calif. Dr. Quillen, who was dean emeritus of the School of Education, Stanford University, had also served NEA as a member of the national committee of the Project on Instruction and as chairman of the Committee on International Relations. Friends have established the I. James Quillen Memorial Book Fund. . . . **Ray L. Lillywhite,** secretary-treasurer of NEA's National Council on Teacher Retirement, has been named executive director of the State Teachers Retirement System of Ohio. Mr. Lillywhite, assistant executive director of the Ohio system since 1963, succeeds **Lawrence D. Shuter,** who retired September 1 following a career of 44 years in public education and public retirement administration. . . . **Martha E. Peterson,** 1965-67 president of the National Association of Women Deans and Counselors, is the new president of Barnard College. Dr. Peterson, formerly university dean for student affairs at the University of Wisconsin, will also be a dean of Columbia University, of which Barnard is an affiliate. . . . The Rockefeller Foundation has granted the Indiana University Foundation $12,000 for a historical study of the repertoires of major American symphony orchestras by **Kate Hevner Mueller,** professor of higher education at the university. Dr. Mueller is editor of the *Journal* of the National Association of Women Deans and Counselors.

**Georgia Educator Backed by NEA DuShane Fund**

**Marion Thompson** (left), a DeKalb County, Georgia, educator and a past president of the DeKalb Education Association, receives a check from NEA southeastern regional representative **James H. Williams.** Mr. Thompson was fired from his school position last month, purportedly because of misdealings on a credit union loan. DeKalb teachers and the DeKalb Citizens Committee for Education believe, however, that conflict between the former DEA president and the county superintendent of schools is at the root of the firing. Mr. Thompson has appealed to the state board of education. Money from the NEA DuShane Fund for Teacher Rights—so far $1,000 for subsistence and $2,050 for legal fees—is supporting Mr. Thompson in his struggle to retain his job.

. . . Former National Association of Secondary School Principals' president, **John M. Sexton,** died July 4 in St. Petersburg, Fla., following a heart attack. . . . **Lawrence E. Dennis,** associate executive secretary of the American Association for Higher Education, on January 1 will become chancellor of the higher education system of Rhode Island. . . . **David D. Darland,** associate secretary of the National Commission on Teacher Education and Professional Standards, is on loan for three-fourths of his time to serve as coordinator of the Antioch-Putney Graduate School of Education. He will coordinate the school's program that prepares students for teaching in inner-city schools. Teacher interns will be placed in schools in the metropolitan areas of Washington, Baltimore, and Philadelphia, and in Green County, Ohio, home of Antioch College. Dr. Darland will also continue to edit the NCTEPS *Journal of Teacher Education.* . . . Newly appointed executive secretary of the Association for Student Teaching is **Richard E. Collier,** who was principal of Julius West Junior High School and formerly director of staff development, Montgomery County Public Schools, Rockville, Md. . . . Two new members added to the advisory committee of the Center for the Study of Instruction are **Elbie Gann,** executive secretary of the Colorado Education Association, and **Dorothy V. Meyer,** English teacher at Wellesley (Mass.) Junior High School. . . . New staff members of CSI are the **Rev. Joseph D. Devlin, S. J.,** as research associate and **Evelyn Carswell** as program specialist. Father Devlin has had varied teaching assignments in higher education, secondary and elementary schools. Mrs. Carswell was formerly a principal of the "Pacemaker" Lulu Walker School in Tucson, Ariz. . . . **Gerald R. Wallace,** former superintendent of public schools in West Orange, N.J., is now associate executive secretary of the National Commission on Safety Education. He succeeds **Robert L. Marshall,** who is director of the Safety Education Center at Central Missouri State College, Warrensburg. . . . **Oscar E. Thompson,** who was associate executive secretary of the Professional Rights and Responsibilities Commission, on September 1 became director, Institute for Education, North Dakota State University, Fargo. He will also be chairman of the Department of Education in the College of Arts and Sciences, and professor of education. . . . Newly appointed to the staff of the American Association for Health, Physical Education, and Recreation are **Virginia E. Thayer, R. N.,** assistant professor in health education at Trenton (N.J.) State College, as assistant executive secretary and consultant for school nurses; **Betty M. Flinchum,** assistant professor and chairman of the Department of Physical Education at Newcomb College, Tulane University, as consultant for girls' and women's sports organizations; **Art Friedman,** former supervisor of health and physical education in the El Paso Public Schools, as assistant director and business officer for the AAHPER Lifetime Sports Education Project; **Margaret Young,** former high school social studies teacher and a health educator with the Orange County Health Department, Orlando, Fla., as program assistant of the the AAHPER Leadership Development Project on Smoking and Health Education. . . . **Mercedes Fernandez,** former AAHPER consultant, is now assistant professor in the professional program of physical education and recreation at the University of Georgia, Athens. . . . **Dave Carrasco,** representative to the AAHPER Peace Corps Project in Ecuador since 1964, was named June 7 by the U.S. Department of State to the newly created position of Olympic Games attaché. . . . New executive secretary of the NEA Department of Foreign Languages is **Katherine McCormick,** on leave as Spanish teacher at Creighton Junior High School, Jefferson County, Colo.

# Militant NEA Teachers Press Drive For Better Schools, Higher Salaries


# NEA REPORTER

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## Victory for Teachers in Broward County, Florida

The 2,800 members of the Broward County (Florida) Classroom Teachers Association—shown here at their September 13 rally in Fort Lauderdale—banded together last month to win agreement from their school board to demands for official recognition and for higher salaries. The board agreed, further, to officially urge county delegates to the Florida legislature to support the convening of a special session "so that the problems of the schools in Broward County, as well as all of Florida, can be resolved immediately." Broward County schools were closed for seven days during the dispute. Unless the state legislature holds a special session, teachers throughout the state may resign.

## Michigan Court Action Awaited; Florida Sanctions Remain in Effect

The most massive demonstration of teacher militancy in America's history is taking place this fall in actions that have tied up the schools of towns, cities, and counties in at least three states. In the first month of the school year, members of NEA affiliates had either resigned or withdrawn their services in more than a dozen Michigan communities; in McCracken and Pike Counties, Kentucky; and in Broward and Pinellas Counties, Florida.

The Michigan teachers, in the main, are back in school awaiting the results of a hearing before Michigan's Supreme Court that will test the validity of injunctions ordering educators to work even though their school district has signed no contract with them.

**Teacher emergencies around the nation have so depleted the NEA DuShane Fund for Teacher Rights that the NEA Executive Committee has issued a call for each member to contribute $10 to help rebuild the fund. Details on page 4.**

The McCracken County (Paducah area) teachers went back to their classrooms September 14 after extensive aid from NEA and the Kentucky Education Association drove the county school board to accept binding arbitration with the local education association. One week later, teachers in Pike County were out of school in an attempt to force their school board to increase tax support.

In Florida, teachers in Broward County (Fort Lauderdale area) returned to their classes after the school board okayed a program for higher minimum salaries, a pay boost, a professional negotiation contract, and—most important of all—agreed to call on the Florida legislature to hold a special session to consider the financing of public education in the state.

Earlier, more than half the staff resigned in Pinellas County, Florida, but after a one-day delay school opened when the teachers won salary increases, relief from lunch and bus duties, and formal board support of the call for a special session of the Florida legislature.

**All 58,000 Florida educators may resign en masse in the near future, however, if the state's governor and the legislature don't act promptly to beef up the sagging financial status of the schools.**

Meanwhile, NEA and Florida Education Association sanctions remain in effect. Major corporations, news media, and teacher placement agencies throughout the nation have been notified of "major deficiencies" in the Florida schools. Teachers outside the state have been informed that it is a violation of the Code of Ethics of the Education Profession to accept school employment there.

In addition, NEA—through its

(See MILITANT NEA, page 8, column 1)

# Teachers Revolt May Worsen Next Year NEA Executive Secretary Lambert Warns

The open revolt of teachers this fall could be worse in 1968, NEA Executive Secretary Sam M. Lambert said last week. Teachers are waging all-out war against "frustrations that inhibit them in efforts to provide quality education for their students," he added.

These frustrations, which are especially acute in some of the nation's "decadent" big-city school systems, include overcrowded classrooms, ill-equipped rooms, and inadequate compensation, he said.

An average teaching salary of $6,900 a year, said Dr. Lambert, is not enough to satisfy today's teacher, who is no longer either a "sweet young thing just out of college living with her parents" or an "older person without ambition or hope for anything better."

The average teacher today, Dr. Lambert pointed out, is a college graduate, 39 years old with 12 years of teaching behind him. Thirty percent of the nation's teacher corps is comprised of young married men raising families, buying homes, and facing obligations comparable to other college graduates. These teachers want a better break in today's affluent society, he said.

Some of these teacher-members of NEA, he said, have resigned en masse in support of their convictions, and the Association is backing them with financial support and manpower—even though NEA's policy is to avoid the strike as a solution to school problems.

"Under conditions of severe stress and when good faith attempts at resolution have been rejected by boards of education and tradition-bound legislatures," he said, "NEA recognizes that strikes will occur and in such instances we will offer all services at our command to help resolve the impasse."

Dr. Lambert also promised that NEA would give top priority in months ahead to new approaches de-

(See TEACHERS REVOLT, page 2, column 4)

## NEA President Backs U.S. Plan To Survey All Schools on Race

NEA President Braulio Alonso has endorsed the federal government's newly announced plan to survey all school systems—not just those in the South—to determine racial characteristics of student bodies and faculties.

President Alonso pointed out that a resolution adopted by the NEA Representative Assembly in July urges "Congress to pass legislation to see that the guidelines for desegregation as issued by HEW (U.S. Department of Health,

(See ALONSO ENDORSES, page 7, column 2)

# South Dakota School Crisis Seen Unless Teachers' Salaries Go Up

A crisis of unprecedented proportions will occur in South Dakota if educators' salaries are not markedly increased in the near future, experts who evaluated the state's financial support of education said in a 53-page report recently released. "The salaries of the professional staff in this state are not competitive with other states," the evaluation report flatly says.

The report was prepared for the NEA Commission on Professional Rights and Responsibilities and for the South Dakota Education Association by William P. McLure and C. Cale Hudson. Dr. McLure is director, Bureau of Educational Research, University of Illinois; Dr. Hudson is assistant professor of educational administration at Eastern Michigan University.

In addition to urging higher staff salaries, the evaluation report says that "improvements of school district structure and financial support of the public schools in South Dakota are the most basic needs at this time."

More specifically, the report calls for consolidation of schools in some areas of the state, improvement in the present state aid plan, an increase of $1,000 per classroom unit per year for at least six years, and stronger state leadership in the development of fiscal policies for all areas of educational need, including those for which special federal aids are received.

"Steps should be taken to improve all relevant conditions as fast as possible," the report adds. The solution to school problems in the state, the report says, may be contingent upon an expression of unprecedented interest in education among the state's citizens.

## Over 71 Percent of 1967 NEA Delegates Classroom Teachers

According to the NEA Division of Records, 4,696 of the 6,596 delegates to the 1967 NEA Representative Assembly in Minneapolis, Minnesota, were classroom teachers. This figure represents 71.2 percent of the total number. Superintendents, principals, and other supervisors numbered 1,330 and accounted for 20.1 percent of the total registration. Retired teachers numbered 25 (.4 percent). There were 209 staff members of state education associations (3.2 percent) and 336 other delegates (5.1 percent).

The composition of the 1966 NEA Representative Assembly in Miami Beach, Florida, was as follows: classroom teachers, 67.8 percent; superintendents, principals, and other supervisors, 23.6 percent; retired teachers, .4 percent; staff members of state education associations, 3.5 percent; and other delegates, 4.7 percent.

## NEA Insurance Plans Fully Open in Texas

NEA and state association members in Texas are now eligible for all versions of NEA's low-cost insurance, Grace M. Scott, NEA director and member of the NEA Special Services Committee, announced this week. Texas educators became eligible for the plans as the result of recently passed legislation amending the state's group life insurance law, she said.

Details on NEA insurance plans are available from the NEA Special Services Division at NEA Center.

## 'Salary Developments' News To Be Carried in Reporter

*Salary Developments,* a newsletter published in past years by the NEA Salary and Negotiation Consultant Service, will not be issued during the 1967-68 school year. Instead, current news stories dealing with salary developments are being carried in the NEA REPORTER.

## Former Teacher Backed by NEA Wins Slander Suit

A former California high school teacher—backed by funds from NEA—recently won $16,500 in a slander suit against an American Legion post and a housewife. NEA gave her $1,500 through its DuShane Defense Fund (now the NEA DuShane Fund for Teacher Rights).

In 1963 the teacher was accused of being a Communist and a subversive. The superior court judge making the ruling in her favor last month said: "The real losers in this suit are the hundreds of students who have lost the opportunity to be exposed to the teachings of a teacher the caliber of the plaintiff."

The judge ordered Paradise (California) American Legion Post 259 to pay $7,500 general and $1,500 punitive damages to the teacher. The housewife, who was found guilty of wrapping Halloween candy in libelous leaflets, was ordered to pay $6,000 general and $1,500 damages. The housewife's son had been discovered tape recording the teacher's government class, using a recorder hidden in a hollowed-out book.

## 'Scientific Literacy' Set As Conferences Theme

Teaching science to students who are not majoring in some field of science is the focus of four College Conferences on Establishing Goals for Scientific Literacy scheduled this year by the National Science Teachers Association. The NEA department sponsored the first meeting in late September in Philadelphia. Other meetings will be held October 13-14 in Wichita, Kansas; October 27-28 in Berkeley, California; and November 17-18 in Jacksonville, Florida.

At the first three conferences, participants will identify the categories for which behavioral objectives in science teaching should be developed and suggest ways in which these objectives might be stated and how they might be evaluated. Rather than attempt to develop a complete and comprehensive set of goals for general education science courses, however, examples and suggestions will be sought to provide a pattern for designing a more complete set of objectives at some future time and place. Participants in the final conference will consolidate the work of the three earlier sessions.

# Student NEA and Emory University Plan Five More Biracial Conferences in South

The Student NEA-Emory University Conference series on "Teacher Education and School Integration" will include five biracial conferences in the South this fall. The conferences are the second half of a series which last spring involved over 1,000 individuals—Negro and white college students preparing to teach, teacher education faculty, public school personnel, and others.

A primary goal of the conferences is to identify ways in which colleges can more effectively prepare teachers to function in integrated schools in the South. The meetings also serve to reinforce the commitment of students and others in the advancement of equal educational opportunity.

Directed by Samuel Proctor, president of the Institute for Services to Education, the conference series is financed by a grant of $180,000 from the U.S. Office of Education under the provisions of Title IV of the 1964 Civil Rights Act.

Explaining the rationale behind the project, Ralph D. Shmid of Emory's Division of Teacher Education, and Dirck W. Brown, Student NEA director, pointed out that Negro and white collegians share the idealism and concern for social justice and equality of educational opportunity felt by others of their generation, but tradition, environmental isolation, and intellectual and emotional barriers in the South often "impede and prevent interracial contact, not to mention free and open discussion" of the problems and constructive solutions of school integration.

The first of the fall conferences will be held in Richmond, Virginia, October 12-15. The others are scheduled for October 26-29 in Columbia, South Carolina; November 9-12 in New Orleans; November 30-December 3 in Huntsville, Alabama; and December 7-10 in Memphis, Tennessee.

Details about the conferences are available from James M. Hale, associate director, Teacher Education and School Integration, 1485-A Clifton Road, N.E., Atlanta, Georgia 30329.

# Health Danger in Smoking 'Demonstrable Fact,' Surgeon General Informs World Conference

"The proposition that cigarette smoking is hazardous to health has gone beyond the realm of the probable to the point of demonstrable fact," Surgeon General William H. Stewart said in his keynote speech before the World Conference on Smoking and Health last month in New York City.

The conference was sponsored by the National Interagency Council on Smoking and Health and organized by the American Cancer Society. Serving on the planning committee were John H. Cooper, associate executive secretary of the American Association for Health, Physical Education, and Recreation, and William Ellena, associate secretary of the American Association of School Administrators. Both AAHPER and AASA are members of the National Interagency Council.

"Today, at least here in the United States," the Surgeon General continued, "it is evident that a substantial majority of the people have been exposed to the scientific evidence and have accepted it."

### Senator Kennedy Comments

Sketching the dimensions of the problem, Senator Robert F. Kennedy pointed out that each year cigarettes kill five times more Americans than do traffic accidents, and that lung cancer alone kills as many as die on the road. He said that nearly 50 million Americans smoke cigarettes and that nearly a million and a half children begin smoking each year.

The purpose of the conference, which drew educators, physicians, and government officials from 34 countries, was to stimulate action. "We are here," Conference Chairman Luther L. Terry, former U.S. Surgeon General, said in his welcoming speech, "to recommend programs of research and education as well as programs of public and citizen activity to control the smoking problem."

## Teachers Revolt...

(Continued from page 1, column 3)

signed to solve problems of education in the big cities. Efforts to improve urban education, he said, have been hamstrung by the outmoded concept of the 10-month school year, by emphasis on the middle-class college-bound student and neglect of the center-city child, and by pinch-penny financing.

He called for more and better summertime school-conducted programs for inner-city youngsters; for vastly improved vocational education courses; and for better partnership financing of schools by local, state, and national levels of government. For example, he said, "the federal share in school finance has to grow to approximately one-third within the next 10 years."

**In Washington, D.C.: First of 16 Regional Salary and Negotiation Schools**

What is a sanction and how does it work? What is the NEA position on strikes? How can we do better in negotiations? What are the tactics our opponents use in representation elections? These are some of the current questions that were answered for teachers and association staff members who attended the school year's first NEA Regional School on Teachers' Salaries and Professional Negotiation last month. The school, with classes at NEA Center, also focused on analyzing financial status, fringe benefits for teachers, preparing and presenting requests to school boards, and salary scheduling. Students at the three-day school (some of whom are shown in the photo at right above) came from Maryland, Washington, D.C., Virginia, and West Virginia. Fifteen additional schools will be held this year in every region of the nation. Among the faculty at the first salary school were **Erwin L. Coons** (speaking in the photo at left), coordinator of the NEA Salary and Negotiation Consultant Service, and several NEA field representatives and salary consultants. A special address on the relationship of teachers' salaries to quality education was given during the school by Jean Flanigan, assistant director of the NEA Research Division.

# Educational Policies Commission Explores Effects of Change on the Teacher's Role

Although the teacher's main function remains what it has always been—to teach—recent changes in American life have given new meaning to the teacher's role as a member of his profession, as a contributor to forming educational policy, and as a citizen of a community. So says the Educational Policies Commission, jointly sponsored by NEA and the American Association of School Administrators, in its latest publication, "On the Role of the Teacher." The central role of the teacher, the Commission says, remains the stimulation of learning for individuals and for groups. "It is sometimes said that anyone can teach," the Commission says. "Even parents who have difficulty managing the affairs of three or four children often expect teachers to work easily and effectively with thirty or more. Teachers, who live day-to-day with the extraordinary complexities of the learning process, are understandably bewildered that the management of this process could be thought simple.

### "Anyone Can Teach Poorly"

"In a sense," the Commission says, "those who believe that anyone can teach are right. Anyone *can* teach—poorly. But the qualifications of a good teacher are those of an exceptional person. He must be motivated by the highest principles, and in particular by a deep desire to bring out the potentials which he knows to be in every human being. He must have a strength of character which permits him to live with constant challenge and uncertainty and to fight for those conditions in the school and community which he considers essential to good teaching. He must be gifted in working with both individuals and groups, whether pupils or professional colleagues or fellow citizens. He must possess an inquiring intellect and must try to keep abreast in particular of advances in the sciences relevant to all teaching and in the subjects which he teaches."

### Respect for All Pupils

The Commission statement stresses that a good teacher "is determined that every pupil shall benefit from school . . . including those who seem likely to drop out early." Perhaps the most common failing, the Commission says, "is a lack of respect for certain pupils, particularly those called 'disadvantaged.' When a teacher does not respect a pupil, his effectiveness is impaired or even destroyed. . . . Unfortunately, this situation most often occurs in the case of the very pupils who most desperately need the schools' help."

A major hope for preventing this failing, the Commission says, lies in improved teacher education. "Teacher education today is increasingly recognizing this need and is developing increasing sophistication in meeting it."

Teacher education can also do more to make teachers aware of the impact that extra-classroom professional activities can have on their success in the classroom, the Commission says. "Although teachers are increasingly aware that they can play another important role in improvement of the learning process if they engage in professional activities outside the classroom as well, many teachers continue to show little awareness of this connection."

### Role as Policy Maker

The role of the teacher that is growing fastest right now, the Commission says, is his role as a contributor to the formulation of educational policy. "It is growing because of a spreading recognition that teachers have a peculiarly good vantage point for judging the wisdom of much educational policy. . . . It is therefore wise for teachers to have an important say in developing policy, though it must be recognized at all times that the ultimate control of education is justly and legally a public function."

Finally, the Commission's latest statement describes the teacher's role as a citizen of a community. As such, the Commission says, a teacher "works individually and with others to influence the public toward policies and toward a level of financial support which he believes would improve education"; "works for a healthier community"; "recognizes the educational impact of many forces outside the school, takes account of them in his teaching, and uses his rights as a citizen to influence them"; and "demands and exercises his right to take a stand, including a dissenting stand, on great public issues, thus setting an example for pupils."

## Prominent Americans Speak on Radio Spots For Music Educators

Fifteen prominent Americans are featured in 60-second spot radio announcements sent recently by the Music Educators National Conference to more than 5,300 radio stations across the country. "What Music Means to Me" public service radio spots were developed as part of the NEA department's current music interpretation program.

Two senators, a newspaper publisher, a cartoonist, a university president, a Supreme Court justice, and a Hollywood designer are among those who tell the public what music and music education have meant to them in adult life.

**NEA REPORTER**

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## NEA*SEARCH Registers 6,000 In Its First Cycle

NEA's computer-based referral system, NEA*SEARCH, in mid-September ended its first successful cycle of operations. "With the opening of the school year," said George E. Arnstein, director of the new project, "we ran out of available candidates as well as vacancies."

Results to date indicate that the teacher-job matching service met a real need, that the majority of its users are satisfied with the service, and that they look forward to the next cycle in 1968.

NEA*SEARCH registered almost exactly 6,000 teachers during its first year. Almost a thousand employers throughout the United States (and a few from overseas) specified their criteria and asked for referrals. The teachers and the employers paid a service fee, so that NEA*SEARCH will become self-supporting as it becomes better known and will become increasingly useful as it increases its volume.

Dr. Arnstein stressed that NEA*SEARCH is the first nationwide service of this type in education, that it was financed by NEA funds, and that it has attracted much favorable attention because it combines the objectivity of an electronic computer with the personal choices and preferences of teachers so as to provide a maximum of individualization. At the same time, the system does not evaluate teachers or vacancies. This is a matter of human judgment best left to human beings, he pointed out.

NEA*SEARCH is a locator system for teachers, counselors, and school librarians. Its next annual cycle will probably begin early in 1968 and will be announced in the *NEA Journal* and NEA REPORTER.

# Every Member Asked To Give $10

## Fund for Teacher Rights Aids Thousands in Nation

The NEA Executive Committee has asked each member of the Association to contribute $10 to help meet "a zero hour in our profession." The money is needed, the committee said, to replenish the NEA fund from which more than $185,000 has been advanced in past weeks to provide interest-free loans to teachers who have been locked in struggle for better schools in Florida, Michigan, and Kentucky.

The NEA DuShane Fund for Teacher Rights has advanced $75,000 to the Florida Education Association; $50,000 to teachers in Broward County, Florida; $50,000 to teachers in McCracken County, Kentucky; and $10,000 to Michigan teachers, NEA President Braulio Alonso reported.

These teachers know, the NEA president said, "they have found out by bitter experience—that just talking about educational needs doesn't always bring the changes we must have." He praised the teachers who are "putting their jobs on the line" for better schools, and he pointed out that the gains they win will accrue to their communities and states.

Emergencies can arise any place, anytime, the NEA president said—"no community is immune. The flood of legitimate requests for help from the DuShane Fund will increase, not lessen."

President Alonso said that telegrams have been sent to every state education association asking for cooperation in the campaign to build up the fund. In addition, he said, Teacher Rights Fund directors in every state have been alerted to the campaign and asked to initiate local emergency campaigns. Craig P. Minear, retired executive secretary, Colorado Education Association, is coordinating these state efforts, he said.

Calling for unity and strength in this crisis, President Alonso said: "Success will bring gain for us all; all of us must pay the price for success. All of us can invest in success by investing in the Fund for Teacher Rights."

Contributions to the Fund for Teacher Rights, which are tax deductible, may be made by individuals or groups. Checks may be sent directly to NEA Center (use the coupon at right) or to state education associations. Checks should be made payable to "National Education Association" and marked for the Fund for Teacher Rights.

## Funds Have Gone To 29 States In Recent Months

More than $240,000 in assistance from the NEA DuShane Fund for Teacher Rights has gone to 29 states since June of last year, the fund committee announced this week. A summary of these grants follows:

**Alaska Education Association**—Retainer fees were paid in a legal case where the right of three teachers to serve as legislators was challenged. A grant in the amount of $10,000 was made to help the teachers in the flood disaster area.

**Arizona Education Association**—Litigation costs were paid to assist a local teachers association to secure a legal ruling on the validity of the teaching contracts. Part of the litigation costs were paid in a suit which eventually reached the United States Supreme Court and gained for the public schools some $10 million in compensation for trust lands that had been improperly taken for the construction of highways and gravel pits. Legal fees were paid for the defense of a teacher facing criminal charges; the teacher was proved innocent.

**Arkansas Teachers Association**—A grant was made to support legal fees in a case which resulted in the rehiring of seven teachers who had been dismissed from their teaching positions because of race after their school had been closed.

**California Teachers Association**—Professional services were paid for a teacher in a case where an examination was needed to prove fitness to teach.

**Colorado Education Association** and **Littleton Education Association**—A grant for litigation costs was made to enable a teacher to appeal his dismissal case, as he contended the grounds for dismissal were vague and invalid.

**Florida Education Association**—A subsistence grant was made to a teacher while her contract rights were in litigation. An appropriation of $50,000 was made to provide interest-free loans to teachers in Broward County. A grant was made to partially cover the litigation costs of a teacher who had been relieved of his job as a track coach with supplementary pay after he was transferred to another school. Grants totalling $75,000 were given to help with Florida sanctions. A grant was issued to a teacher to share the costs of litigation in his attempt to regain teacher certification after it was revoked on grounds that his score on the National Teacher Examination was unsatisfactory.

**Georgia**—Legal fees were paid in a Georgia case where contract rights for teachers were questioned. Legal fees were paid for a principal who had served effectively as an association president and who was dismissed for an allegedly improper loan from a credit union. The Georgia State Board of Education unanimously reversed the lower board's decision and ordered the principal reinstated.

**Hawaii Education Association**—Subsistence money and an interest-free loan were granted to a teacher who was dismissed in the middle of a contract year.

**Illinois Education Association**—A grant to cover legal fees was made to a teacher who had been dismissed after being asked to take a psychiatric examination which was not required in the contract. Subsistence grants were given to a teacher while his dismissal case was in litigation.

**Evansville (Indiana) Teachers Association**—A grant was made to a teacher in connection with a case regarding the teacher's denial of her travel expenses as a legitimate deductible expense.

**Wichita City (Kansas) Teachers Association**—An appropriation was made to share in the litigation costs for three teachers who were involved in a retirement case.

**Kentucky Education Association**—$50,000 was appropriated to provide interest-free loans to the teachers in McCracken County to meet emergency needs.

**Louisiana Teachers Association**—Retainer's fees were paid to assist a teacher who had been transferred after she had been told that she had failed too many students.

**Maryland State Teachers' Association**—A grant was made for legal fees to enable a teacher living in Delaware to appeal to the Superior Court of Delaware her case involving fines unjustly levied. The Superior Court made a favorable judgment for the teacher.

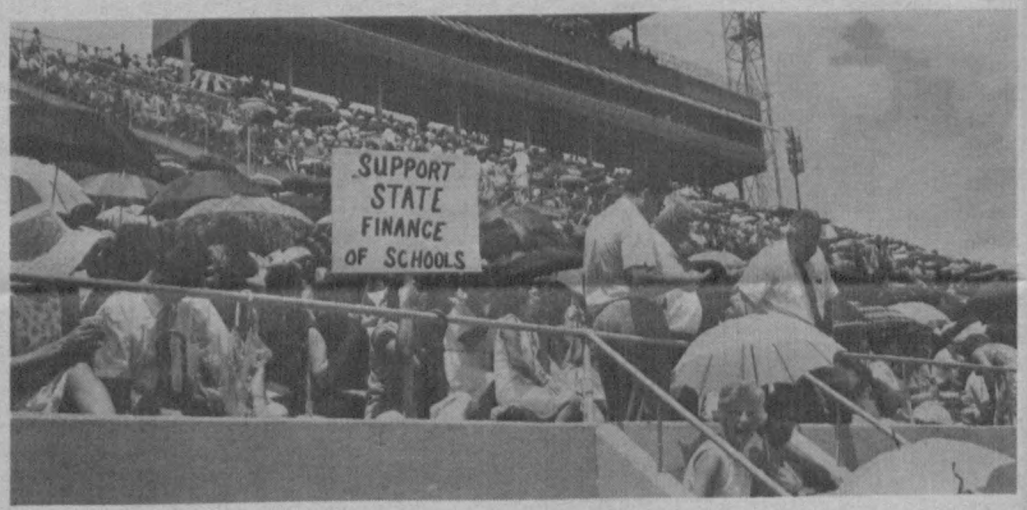
**Michigan Education Association**—$10,000 was granted to assist teachers to meet emergency needs. A grant was made to cover the total estimated cost of litigation in behalf of a teacher who alleged he was removed arbitrarily from his position as head coach.

**Missouri State Teachers Association**—An appropriation was made to the Kansas City Education Association in support of litigation relative to obtaining a clear statement of what constitutes "personal business" in the professional life of a teacher.

**New York State Teachers Association**—An appropriation for legal costs was made to a superintendent who, through a prolonged legal battle, was being "starved out" by the school board after he had demonstrated the courage to defend teachers. A retainer fee was paid in a case of a teacher who was refused tenure.

**Michigan: Teachers Say 'No Contract, No Work'**

Teachers throughout Michigan this week are waiting to see what results from a state supreme court hearing that will debate the validity of a ruling that teachers must teach even though their local education associations have not been formally recognized by school boards. Last month, teachers in dozens of Michigan communities voted to withhold their services if contract agreements could not be reached. The teachers above, in Saginaw, were among the estimated 5,000 Michigan teachers involved in the militant action. The NEA DuShane Fund for Teacher Rights has already advanced $10,000 to support Michigan teachers. Michigan Education Assn. photo




**Florida: Teachers Push for Better Statewide Financing**

With the help of $125,000 from the NEA DuShane Fund for Teacher Rights, Florida teachers are demanding that the state legislature meet in special session to consider ways of providing better financing of the state's money-starved public schools. Governor Claude R. Kirk vetoed a school-support bill passed by the legislature in its extended session. On August 24, 35,000 Florida teachers (above) jammed into the Tangerine Bowl to show their solidarity. The umbrellas shade them from the sun on that hot day. Below, students in Broward County demonstrate their support for their teachers. Broward County teachers won a victory September 13 when their school board agreed to provide higher salaries and to join in the request for a special session of the state legislature. But observers say a mass resignation of all educators in the state—58,000 of them—is likely if solutions are not found soon to Florida's school-financing problems.

Students are 4 real Teachers
TEACHERS WE'RE FOR YOU AND NEED YOU!
TEACHERS WE'RE FOR YOU
Real Teachers Not Subs!
WE WANT TO BE No. 1 IN EDUCATION

# To Build Up Fund

## "Zero Hour in Our Profession"

**A Statement to the More Than One Million Members of the National Education Association**

**By Braulio Alonso, NEA President**

*Braulio Alonso*

**In Michigan this fall, teachers are locked in a battle with forces that oppose quality education because it costs too much.**

**In several Kentucky counties, teachers have been out of school while school boards balked at essential increases in school support.**

**And in my home state of Florida, teachers are standing up to a governor and a legislature more concerned with dollars than with children.**

**The teachers in these states—literally thousands of them—are taking action because they recognize that our profession is at a zero hour. They know—they have found out by bitter experience—that just talking about educational needs doesn't always bring the changes we must have.**

**These teachers know too that action is not taken without risk. They are putting their jobs on the line, dipping into their savings accounts, passing up pay checks because they know their actions are right. They know, too, that they are not acting just for themselves. The fruits of their victories—better schools, better opportunities for children, and better-paid teachers—will accrue to their communities, their states, and to the schools and teachers of the entire nation.**

**Thus they act for us all.**

**But they do not act alone. State and local education associations are helping them, with funds and staff. And the National Education Association is helping them. Within the past weeks, NEA has advanced $185,000 to the teachers in these three states: $75,000 to the Florida Education Association; $50,000 to the teachers in Broward County, Florida; $50,000 to the teachers in McCracken County, Kentucky; and $10,000 to Michigan teachers. The Association also recently sent $10,000 to help Alaskan teachers who are rebuilding homes and schools wrecked by floods.**

**This money buys food for teachers and their families. It helps teachers meet mortgage payments and doctor's bills. It pays legal fees involved in negotiations. And in Alaska, it pays the cost of scraping inches of mud from the floors of teachers' homes.**

**This money is available to these teachers through the NEA DuShane Fund for Teacher Rights. But this fund is not inexhaustible; in fact, it is rapidly being depleted. That is why I am calling on every member of our Association to contribute $10 to this fund now.**

**Our Association must maintain—and build even greater—the Fund for Teacher Rights. Our Association must remain a professional arsenal of progress that can help every teacher in his time of need—even when thousands of teachers simultaneously call out.**

**Truly this is a zero hour in our profession. Like all crises, it calls for unity and strength. Like all crises, it points the way to new gains. Success will bring gains for us all; all of us must help pay the price for success. All of us can invest in success by investing in the Fund for Teacher Rights.**

---

**North Carolina Teachers Association**—A grant was made to share in litigation costs for the defense of teachers in desegregated situations. An appropriation was made to pay legal fees on behalf of twelve teachers who had been displaced by pupil desegregation; the final court decision resulted in reinstatement and restoration of damages. Legal fees were paid for a teacher whose political activities resulted in dismissal; the case was eventually considered by the United States Supreme Court, which ordered restitution and damages.

**North Carolina Education Association**—A retainer fee was paid for a superintendent who contended he was dismissed without due process of law.

**Ohio Education Association**—An interest-free loan was given to a teacher in a district where the schools were closed for a month because current operating expenses could not be met after the citizens of the community rejected a school tax levy for the third time.

**Oregon Education Association**—A grant covered part of the legal fees for a teacher accused of improper and unprofessional conduct. A subsistence grant was given to a teacher while his dismissal from the Overseas Dependent Schools was appealed to the Civil Service Commission.

**Pennsylvania State Education Association**—An appropriation was made to share the legal fees of a teacher, president of the faculty club, who was transferred to another school after he supported the complaints of the teachers.

**Rhode Island Education Association**—$10,000 in interest-free loans was appropriated when the local political body failed to give enough money to the teachers who had already rendered service.

**South Dakota Education Association**—Legal fees were paid to a local association to secure preliminary negotiation for a contract.

**Tennessee**—A retainer fee was paid for a teacher who was fired because he allegedly taught evolution. In this case, subsistence grants were also made but not used, because the teacher was reemployed and the law repealed. Litigation expenses were paid for teachers establishing their rights under their local retirement plan.

**Texas Classroom Teachers Association**—A subsistence grant and a grant to share in the payment of legal costs were made for a teacher who had been dismissed after campaigning for a new slate of school board candidates.

**Virginia Teachers Association**—Legal fees were paid for seven teachers who were dismissed following the consolidation of Negro and white schools. Litigation costs were paid to defend teachers in desegregated situations in five counties.

**Washington Education Association**—Legal fees were paid in a case where education associations were sued for slander. The case was later dismissed. Litigation costs were paid to a teacher who was dismissed for unsubstantiated charges of immoral conduct.

**West Virginia Education Association**—A grant was made to pay litigation expenses in the dismissal case of a teacher who was charged with incompetence after she was assigned a class out of her teaching field.

**Wisconsin Education Association**—Legal costs were paid in the case of a teacher accused of misconduct and who was cleared of all charges.

TO: National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

**YES, I pledge my support to the protection of teacher rights.**

Enclosed is my check or money order for $10 to help build up the NEA DuShane Fund for Teacher Rights.

Make checks payable to "National Education Association."

Name _____

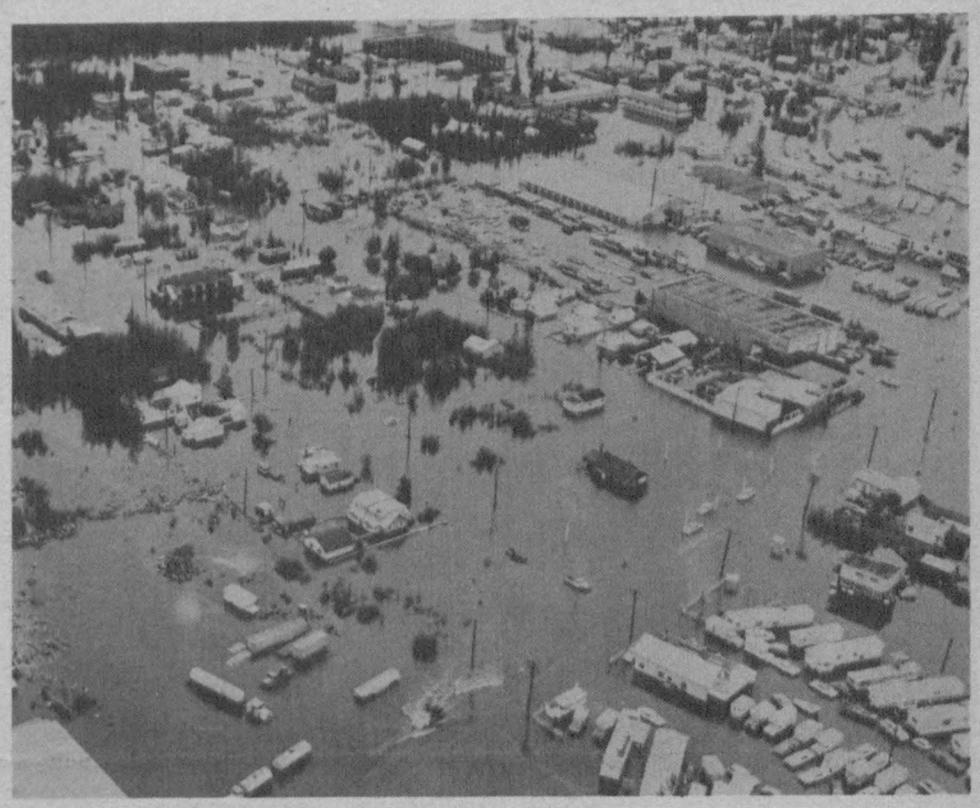
Street _____

City, State, and Zip Code _____

_____ _____

Please credit my contribution to the state of _____

*Cut here and mail*



**Flood-Stricken Alaska: 300 Teachers Aided by NEA**

The NEA DuShane Fund for Teacher Rights stands ready to meet any emergency that may strike teachers. This summer, in Fairbanks, Alaska, floods hit homes and schools, destroyed books and automobiles. At least 300 teachers were homeless or otherwise in need of assistance. NEA immediately dispatched $10,000 from the DuShane Fund to provide the needed aid. On August 30, NEA Director for Alaska Doris D. Ray reported that "approximately $5,000 has already been distributed for emergency assistance, with most grants running from $100 to $300." She added that "the prompt response of NEA in offering direct assistance was indeed heart-warming, and words are inadequate to express my personal appreciation as well as that of the Fairbanks teachers."

NEA DuSHANE FUND FOR TEACHER RIGHTS

# Connecticut and Nebraska Teachers' Efforts Bring Added Legislative Gains for Profession

A record 30 items proposed or supported by the Connecticut Education Association became state law during the 1967 legislative term.

As a direct result of the NEA affiliate's legislative efforts, this year in Connecticut for the first time:

- Teacher representatives in every town are guaranteed the right to negotiate with boards of education concerning all conditions of employment they wish.
- Every teacher is guaranteed a duty-free lunch period.
- Every teacher is guaranteed at least 120 days' accumulated sick leave.
- Every teacher is guaranteed access to all evaluative records in his personnel file.
- Teachers will be officially represented on the State Teachers' Certification Advisory Board appointed by the governor.

Other CEA-proposed measures which passed related to the teacher retirement system, Medicare coverage, tenure protection for teachers in state institution schools, and transfer of tenure rights for Hartford teachers.

In addition, CEA-supported legislation was enacted by the 1967 legislature providing for:

- Kindergartens to be mandatory in every town by 1968
- $150,000 for pilot projects for improvement of teacher education
- A strengthened state system of higher education.

An improved teacher retirement program, increased state aid to education, and recognition of teaching as a profession were among the measures successfully sponsored and supported by the Nebraska State Education Association during the 1967 state legislative term.

The Professional Practices Act legally recognizes teaching as a profession and calls for the appointment of a commission of 12 members nominated by the teaching profession and appointed by the governor. This commission will give guidance to the State Board of Education on such matters as ethical and professional performance of educators and on competency of educators.

The Nebraska Professional Negotiations Act permits teachers in the larger consolidated districts to be represented by organizations in discussions with school boards about "professional and employment relations." It also specifies how school boards are to recognize competing teacher organizations.

The new retirement act doubles the contribution to the system by the state, doubles the contribution by the individual teachers, and adds a contribution by the school district.

Other bills enacted into Nebraska law establish the School Foundation and Equalization Fund; begin state aid to junior colleges; and provide that most teachers shall have a 30-minute duty-free lunch period.

# New Classroom Teachers President Ruth Trigg Discusses Her 1967-68 Theme: 'Teaching—A Changing Profession'

## ACT Leader Believes Schools Must Change Methods, Procedures

*The 1967-68 president of the Association of Classroom Teachers is Ruth Trigg. During one of Mrs. Trigg's visits to NEA Center in the past weeks, Jean O. Heflin, ACT staff member who serves as* NEA REPORTER *liaison with that NEA department, asked her about her educational philosophy, her goals, and her ideas about the role of today's classroom teacher. Here are the results of that interview:*

"The demands placed upon the schools are so great that school systems will have to change their methods and procedures if they are to provide young people with the quality of education they must have to live in a highly technological society," said the president of NEA's Association of Classroom Teachers.

"Each school system must utilize more effectively its own staff to plan for change, to study the educational program, and to suggest innovations in the curriculum and operation of the schools," declared Mrs. Trigg, a special education teacher of Barrington, Illinois. Mrs. Trigg was discussing the theme of her year as ACT president: "Teaching—A Changing Profession."

### "Released Time Needed"

"Classroom teachers, with their firsthand knowledge of the teaching-learning process, must be given an opportunity to share in planning for innovation," Mrs. Trigg said, "but they cannot be expected to do it in addition to their regular teaching assignment. Rather, it should be an integral part of their assignment. Planning for innovation should be done on released time."

The ACT president is convinced that the local association can do much to stimulate educational change. The local association, she believes, can initiate a program aimed at innovation and can share in selecting classroom teachers to assume leadership roles in the venture.

"Change has always been with us, but never so surely and clearly as it is today," she commented. "Everything in the field of education and the teaching profession is changing."

As one example, she cited the concept of the auxiliary personnel. Widespread use of paraprofessionals, teacher aides, and other special assistants, she believes, will give the classroom teacher more time to do jobs requiring professional preparation and more frequent opportunities to provide individualized instruction for students.

### "Districts Waste Money"

"School districts waste a great deal of money having teachers on the playground and in the cafeteria when they might better be using this time doing the things for which they are professionally prepared—planning, evaluating, and holding individual conferences with children, parents, and other teachers," she observed.

The question of auxiliary personnel plays an important part in ACT's program for 1967-68, according to Mrs. Trigg. She noted that ACT and the NEA's National Commission on Teacher Education and Professional Standards are working to establish an organization for paraprofessionals within NEA.

"I hope we can find a way to bring auxiliary personnel into our professional organization structure—not on the same basis as a certificated educator but in an association tailored to meet their needs," she stressed. "I think this organization should be closely allied to the classroom teachers association, for the paraprofessional will be working directly with the classroom teacher."

### "Involve Young Teachers"

Spelling out some of her other goals, Mrs. Trigg said, "I want young teachers to have a chance to become more involved in the activities of their local and state associations and school systems. I want every member of the teaching profession, regardless of his ethnic origin, to have equal employment opportunities and equal opportunity for participation in his profession."

Turning to her educational philosophy, Mrs. Trigg said, "I think the most important thing in teaching—and this is especially true in my field of special education—is for the teacher to create a classroom climate in which the student feels he is important and can contribute to the class. A child, properly motivated, will achieve according to his potential. The classroom teacher's challenge is to find a way to motivate the child."

**Mrs. Trigg's Classroom Field Is Special Education**

Ruth Trigg (center), president of the Association of Classroom Teachers, NEA, looks over a recent publication of the NEA Council for Exceptional Children with William C. Geer, CEC executive secretary, and Ruth Martinson, director of teacher education programs, California State College, Dominguez Hills, and chairman of CEC's Unit Development Committee. Mrs. Trigg, a special education teacher, is an active member of CEC. An interview with Mrs. Trigg begins at left.

# CURRENT

What's Going On in TV, Radio, Press, and National Magazines

### Television

*(All times are Eastern)*

**Barry Goldwater's Arizona—Tuesday, October 10, CBS-TV.** News special dealing with a well-known American's enthusiasm for his state.

**Discovery—Sundays, ABC-TV, 11:30 A.M.** *October 15:* "Where the Sea Begins." *October 22:* "The Island People," about St. Simon's Island, Georgia. *October 29:* "When the Circus Comes to Town." *November 5:* "Pirates and Sunken Treasure."

**The 21st Century—Sundays, CBS-TV, 6 P.M.** *October 15:* "The Four-Day Week" investigates leisure time. *October 22:* "Bats, Birds, and Bionics" studies man's attempts to copy nature. *October 29:* "Medical Electronics" describes potential extension of human life.

**American Profile—Friday, October 20, NBC-TV, 10 P.M.** Study of Canada as a "mosaic state" compared with a melting pot such as the United States.

**Directions—Sundays, NBC-TV, 1 P.M.** *October 22:* "Aunt Clara," a photo essay on primitive painter Clara McDonald Williamson. *October 29:* "Inventions, War and Peace: Bells," first program in a series probing the feelings of people afflicted by war.

### Magazines

*(October issues)*

**Atlantic**—"Where Ghetto Schools Fail," by Jonathan Kozol, second of a two-part series on ghetto schools.

**Better Homes and Gardens**—"The Growing Concern about School Buses," safety article about school buses.

**Family Circle**—"Your Child's College Future" by Carlton Smith and Richard Putnam.

**Fortune**—"A $27-Billion Program for the Class of '77"—how to provide an environment for individual intellectual growth while building facilities for the millions; also "Private Colleges: A Question of Survival."

**Harper's**—"The Future of Medical Education" by Oliver Cope, M.D., describes the urgency of diversified training today; also "The Life of Professor Riley" by Milton Mayer.

**Look**—"The Upheaval in Soviet Education" describes how, for the first time, Soviet students are being given a choice of electives and a chance to study independently.

**McCall's**—"What Sputnik Did to Our Schools" by Fred M. Hechinger, education editor, *New York Times.*

**Parents'**—"In Praise of Pre-Schoolers." Caroline Blunt says appreciation speeds the progress in learning of children of all ages; also "The Goals of Discipline" by Edith G. Neisser.

**Reader's Digest**—"The Common Sense Magic of Birch Cottage" by Gordon Newell, tells what an unusual institution is doing to change delinquent girls into reclaimed members of society.

**Redbook**—"Let Me Help You Learn" by Thomas J. Fleming. A volunteer program for well-to-do mothers to help children whose lives are filled with discouragement.

**Saturday Evening Post**—"What Our Children Read" by Hillel Black, who declares that a schoolbook revolution is slashing through boredom, bias, and banality to help our youngsters equip themselves for life in the space age.

**Seventeen**—College & Careers section, by David Klein, discusses "The Church-Affiliated College."

**Woman's Day**—"Any Dope Can Have a High I.Q." by Eda J. LeShan (from the forthcoming book, *The Conspiracy Against Childhood*) asserts that schools are misusing I.Q. scores to pigeonhole children.

# Art Educators Urge K-12 Program in Art For Every School Child in United States

## Deadline Set for School Board Award Nominations

December 31 is the final deadline for nominations for the 1968 NEA-Thom McAn School Board Awards program. National winners of the award receive cash plus a trophy similar to the one shown above. The awards, sponsored by the NEA Association of Classroom Teachers and the Thom McAn Shoe Company, focus public attention on local boards of education and build confidence and broaden the areas of mutual respect and understanding between the public and educators. Three national and 12 regional recipients are named; they share $12,500 in awards. School boards are entered in three categories according to pupil enrollment. Information about the program may be obtained from ACT at NEA Center.

## NEA President's Views on Militancy Aired Through Press, Radio, and TV

NEA President Braulio Alonso's views on what's behind mounting teacher militancy have reached millions of Americans in recent weeks, through network television, radio, and the national news magazines.

In a recent series of New York City interviews arranged by NEA's Press, Radio, and Television Relations Division, President Alonso was interviewed by Hugh Downs on NBC-TV's "Today Show"; Peter Jennings and Marlene Sanders on ABC-TV network news programs; Barbara Walters on NBC-Radio's "Emphasis," and Dallas Townsend on CBS-Radio's "Dimension."

Another recent series of interviews with *Time, Newsweek, Saturday Review, Parade, McCall's, Look,* and the *New York Times* gave the president opportunity to provide editors with background on teacher restiveness which they can use in preparing forthcoming articles.

In his meetings with broadcasters and educators, Mr. Alonso listed five basic causes for teacher unrest: (1) the teacher is not participating in society's current affluence; (2) he wants to have a voice in what is happening to him and to education; (3) he is reacting against frustrations of poor teaching conditions; (4) there are more men teaching than ever before; and (5) the teacher himself is the best educated in history.

Teachers will never go back to the old days, Mr. Alonso said.

## Alonso Endorses Federal Survey . . .

(Continued from page 1, column 1)

Education, and Welfare) be applied equally in all 50 states."

The survey now under way, said Mr. Alonso, will provide information needed for such a systematic Title VI compliance program.

The philosophy behind the NEA stand, he said, was expressed in another resolution, which states: "Individual worth derives from quality as a person, not from origin in race, creed, or class. The strength of America rests upon the utilization of the human resources of all."

Under the expanded plan, reporting procedures for Title VI of the Civil Rights Act will cover school districts in every state. Previous surveys have included only the school districts in 17 southern states that have historically operated dual school systems for white and Negro students, but are now desegregating.

Although the surveys in northern and western states will be made only in districts with 3,000 or more students, these enroll an estimated 70 percent of the nation's public elementary and secondary school students.

Teachers throughout the country, President Alonso declared, laud efforts to extend equality of educational opportunity to all children. These teachers conscientiously subscribe to NEA's belief that "the tragedy of widespread misery, blunted aspirations, and wasted talents continues, and the alienation of many disadvantaged Americans from society bodes ill for the nation's strength, unity, stability, and progress."

## Position Statement Sets Guides for Quality Program

"A planned program in art should be provided at all educational levels from kindergarten through high school," the National Art Education Association said this fall in a position statement adopted as official policy. Believing that "professional imperatives need to be continuously redeveloped as the society changes," the NEA department spelled out specific guidelines for elementary and secondary art programs in the United States.

### Elementary School Guides

"Every elementary school child," the statement says, "should receive regularly scheduled art instruction from a certified art teacher in a specially equipped art room for a minimum of 100 minutes per week. . . . Within every elementary school one special art room and one special art teacher should be provided for every 350-400 children. There should be no less than 50 square feet of work space per pupil, and no more than 25 children per class.

"Art should be required for all students in the middle school or junior high school; at least one year in studio art, art history, or humanities should be required in grades 9 through 12," the statement says. Further, "in grades 9 through 12, art classes should carry one unit of credit and consist of a minimum of 200 minutes per week."

Concluding its secondary level recommendations, the statement says that "there should be at least one art teacher for every 25 scheduled art periods per week in secondary school"; "there should be no more than 25 students per teacher"; and "every secondary school of 500 pupils or less should have at least one general art room with no less than 65 square feet of work area per pupil and no more than 25 pupils assigned to the room at any one time."

### Art Preparation Needs

The NAEA position statement outlines the preparation needed by art teachers and administrators: "A minimum of 45 semester hours of art should be considered the minimum preparation for a teacher of art. . . . Those persons preparing to enter the field of general administration or supervision should have at least one course dealing with theory and practice in art education."

The statement also spells out standards for art facilities, equipment, and materials.

Titled "The Essentials of a Quality School Art Program," the statement was prepared by an NAEA committee chaired by John Benz of Columbia, South Carolina. Committee members were William Bealmer, Springfield, Illinois; Edith Henry, Denver, Colorado; Mary Adeline McKibbin, Pittsburgh; and Arthur Peltz, Oak Park, Illinois.

**1967-68 NEA Theme: "Commitment to Action"**

# Human Rights Task Force Named To View Expansion Of NEA's Rights Activities

NEA President Braulio Alonso has announced the appointment of a nine-member Task Force on Human Rights. The task force, approved by the 1967 NEA Representative Assembly in Minneapolis, will consider the coordination and expansion of NEA's human rights activities. Its recommendations are to be made to the NEA Executive Committee by February 1968.

Chairman of the task force is Wade Wilson, Bryn Mawr, Pennsylvania, president of the Pennsylvania State Education Association. Mr. Wilson, who is on leave of absence from Cheyney State College, is chairman of the NEA PR&R Committee on Civil and Human Rights.

Also appointed were three members of the NEA Executive Committee: George D. Fischer, Des Moines, Iowa, teacher; Helen Bain, Nashville, high school speech and English teacher; and Helen E. Krause, Lincoln, Nebraska, high school teacher.

Appointed from the PR&R Committee on Civil and Human Rights, in addition to Mr. Wilson, were: Edna W. Griffin, intergroup relations specialist for the Philadelphia public schools; and J. Milton Belcher, head of the Business Education Department of Baltimore City College.

The other three members are officials or staff members of education associations. They are: Martha Dell Sanders, Paducah, Kentucky, high school English and debating teacher, and president-elect of the Kentucky Education Association and Southeast Regional Director of the Association of Classroom Teachers; Patrick Tornillo Jr., executive secretary of the Dade County (Florida) Classroom Teachers Association; and Walter J. O'Brien, development director for the New Jersey Education Association.

President Alonso is a task force member ex officio. Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare, is staff contact for the task force.

The first meeting of the task force will be held October 16 at NEA Center. It will hear suggestions from groups and individuals concerning ways in which NEA can expand its role in the human rights field.

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Florida Public Schools |
| • Maryland State Teachers' Association | Baltimore City Public Schools |
| • National Education Association | Baltimore City Public Schools |
| • National Education Association | Florida Public Schools |
| • New Jersey Education Association | Jersey City Public Schools |
| • Ohio Education Association | Struthers Public Schools |
| • Pennsylvania Education Association | West Mifflin School District* |
| • Vermont Education Association | Fletcher Public Schools |

On September 25, the Indiana State Teachers Association lifted sanctions from the Fort Wayne Community Schools, reporting that the impasse between the Fort Wayne Teachers Association and the school board has been satisfactorily resolved.

*On September 19, The Pennsylvania Education Association, in its first sanction action, invoked sanctions against the West Mifflin School District in Allegheny County.

## Militant NEA Teachers Press Drive . . .

(Continued from page 1, column 4)

DuShane Fund for Teacher Rights—has made $125,000 available to help Florida teachers continue the fight for better schools. Further, NEA and the California Teachers Association (Southern Section) have made free placement services available to Florida teachers. NEA*SEARCH, a computerized job locator and referral service, has been put to work to find positions for educators so fed up with Florida schools that they seek to leave the state permanently.

The placement services and funds from the DuShane Fund for Teacher Rights have also been made available to Michigan teachers.

The Michigan Supreme Court hearing, scheduled to begin October 6, is the result of an appeal by the Michigan Education Association of a district court's refusal to grant a stay on an injunction by a lower court which had ordered teachers in Holland, Michigan, to report for work even though the local education association and the Holland school board had not reached agreement on a master contract.

The Supreme Court agreed to hear the case following its 5 to 3 vote refusing to grant a stay on the appellate court's decision. Supreme Court Justice Eugene Black said he voted to deny the stay "to insure that education continues in the district." But Justice Black also stated that if school boards and teachers lack agreement, the teachers "are held in bondage, so to speak, by another of these trial-by-affidavit affairs of modern vintage, with no judicial determination of their allegation that the school district through its officers is refusing to bargain in good faith."

Among the other communities in Michigan where contract negotiations had broken down were Crestwood, River Rouge, Southgate, Van Buren, Summerfield, Saline, Marshall, Camden-Frontier, Bloomfield Hills, Birmingham, Troy, Bay City, Menominee Bridgeport, Beecher, and Willow Run.

### NEA Human Rights Awards Presented

A South Carolina teacher and the retiring NEA president were among those receiving Human Rights Awards during the 1967 NEA Convention. The H. Councill Trenholm Awards, presented by the NEA's Committee on Civil and Human Rights of Educators during an awards dinner, were given "for leadership in the advancement of intergroup understanding within the education profession" to **Hudson Barksdale** (left above), former president-elect of the American Teachers Association and presently a classroom teacher in Spartansburg, South Carolina, and to 1966-67 NEA President **Irvamae Applegate.** The awards are named in honor of the first executive secretary of ATA (which merged with NEA in 1966). With Mr. Barksdale and Dr. Applegate above are **Robert B. Turner, Jr.** (second from left), toastmaster of the award dinner and superintendent, S.W. District, Dade County Public Schools, Miami, Florida; **Samuel B. Ethridge** (second from right), associate secretary, NEA Committee on Civil and Human Rights of Educators; and **Wade Wilson** (right), chairman of the NEA committee and director of industrial arts, Cheyney (Pennsylvania) State College.

The committee also presented the Abraham Lincoln Award "for courageous action in pursuit of equal educational opportunity" to Willa Johnson, a politically active South Carolina teacher who was ordered reinstated after the NEA helped her to take her dismissal case to the U.S. Supreme Court, and David Seeley, former Assistant U.S. Commissioner of Education for Equal Educational Opportunity; the Carter G. Woodson Memorial Award "presented to an NEA local affiliate for its leadership in promoting Negro History Week" to the Cleveland (Ohio) Education Association and to the District of Columbia Education Association; and a special award "for outstanding service to humanity and education" (presented posthumously) to Joseph T. Brooks, formerly professional assistant in the NEA Southeast Regional Office and ATA executive secretary until its merger with NEA.

NEA Human Rights Awards "for creative leadership in the education profession" were presented to John W. Davis, educational consultant for the NAACP Legal Defense Fund and former chairman of the NEA Defense Commission; Janet Dean, president of the Dade County Classroom Teacher Association and innovator of a unique design for seminars for faculty desegregation; Maria Urquides, NEA director for Arizona and dean of girls, Pueblo High School, Tucson, and chairman of the NEA Southwest Conference on Bilingualism; and Joe C. Wilson, superintendent of schools in Warren County, Alabama, where desegregation of schools and faculty has taken place without undue difficulty. Special citations went to Richard B. Kennan, executive secretary of the NEA National Commission on Professional Rights and Responsibilities, "for his service in defense of teachers and quality education over the years," and to Sidney Dorros, director of NEA Publications Division, "for his activities in publicizing Negro history and Negro History Week and for the outstanding filmstrip produced by his division."

## NEA Officer Candidates May Obtain Advance Forms from NEA Center

NEA officers to be elected at the 1968 Convention in Dallas July 1-6 include the vice-president (president-elect), treasurer, and two members of the Executive Committee. Candidates who plan to run for one of these offices may obtain advance filing and publicity forms now from the Office of the Convention Coordinator at NEA Center.

The Convention Coordinator also has data sheets that may be completed and submitted for publication in the *NEA Journal* and NEA Reporter. Communications should be addressed to the Office of the Executive Secretary, Attention of Lois V. Rogers, Convention Coordinator.

NEA Standing Rule 10 provides that: "Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the Executive Secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The Executive Secretary of the NEA shall cause to be published in the *NEA Journal* and NEA Reporter a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1."

Submission of filing and publicity forms does not constitute an official nomination for elective office. Official nominations take place at the first session of the NEA Representative Assembly, as provided in NEA by-laws, whether or not candidates file in advance.

Candidates who file will receive a copy of NEA rules and guidelines for the conduct of campaigns, Miss Rogers said.

# American Education Week—November 5-11


# NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 6, NO. 10 | OCTOBER 20, 1967 | 7 | WASHINGTON, D.C.


## Top of the News

### FLORIDA: Crisis Continues

Crisis school conditions continue throughout the state of Florida, and the NEA and Florida Education Association sanctions remain in force. On October 1, Florida teachers held Crisis Sunday, inviting parents to visit schools to see and hear about the sad state of their schools (see photos, page 2). Another protest is set for October 22, when Florida teachers will hold a second mass meeting. FEA is still collecting resignation forms from teachers, fearing that mass resignations may be the only remaining solution.

### MICHIGAN: Contract Gains

The Michigan Education Association announced last week that all the members of its local affiliates were back in school either with new master contracts or by court order. MEA successfully negotiated contracts in 535 districts by the opening of school this fall. Contracts have been achieved in all but four districts, one of the latest being won in Menominee (see photo at right). In Birmingham and Holland, teachers are back in school awaiting the results of a state supreme court hearing which is considering if teachers can be forced to work without a contract when the school board refuses to negotiate in good faith. NEA has filed an amicus curiae brief in the case.

### KENTUCKY: New Triumph

On October 11, teachers in Pike County in eastern Kentucky voted 328 to 90 to return to their classrooms after the school board agreed to a series of actions improving the status of teachers and providing more money for the schools. The teachers withdrew their services September 22. The school board has now agreed to remove the schools from partisan politics, to respect teachers' freedom to participate in politics, to cooperate with a fact-finding committee that will study school financing, and to sign a professional negotiation agreement with the Pike County Education Association.

### CAPITOL HILL: Medicare

The Senate Finance Committee is giving favorable consideration to an NEA-backed bill to provide Medicare benefits for 700,000 teachers not presently covered. The measure, S 1071, introduced by Sen. Abraham A. Ribicoff (D-Conn.), would allow the teachers to participate in the hospital insurance program as long as they were willing to pay their own way. Representatives of the states in which the teachers reside met at NEA Center last month and filed individual supporting statements with the Senate committee.

### NEA CENTER: Fund Appeal, Discount Book Offer

- Advances from the NEA DuShane Fund for Teacher Rights—over a quarter of a million dollars in the past 16 months—have so depleted the fund that the NEA Executive Committee has called for a $10-per-member contribution. A coupon to facilitate contributions is on page 8.
- The NEA Special Services Division is offering members the opportunity to purchase a group of popular and professional books at large discounts. Details on pages 4, 5, and 8.

## Another Contract Victory in Michigan

Teachers in the Michigan Upper Peninsula district of Menominee vote to ratify a new master contract on September 26. The Menominee contract was one of the last ones negotiated this fall through cooperative efforts of the Michigan Education Association and NEA. Prior to the opening of school in Michigan this fall, MEA successfully negotiated contracts in 535 school districts. The state association now represents 61,000 of Michigan's 80,000 teachers at the bargaining table.

## Sanctions Lifted After Teachers Win 'Tremendous Victory' in Fort Wayne

Settlement of the 20-month-old controversy in the Fort Wayne, Indiana, school system was hailed as a "tremendous victory" by local and state NEA affiliates when they removed professional sanctions from the system September 25. "Improvements have been made in line with the guidelines set by the Fort Wayne Teachers Association and the Indiana State Teachers Association at the time they imposed sanctions, and immediate recommendations of the NEA investigative report have been followed," local spokesmen said.

The teachers won:

- Uniform contracts as required by Indiana law
- A salary schedule for 1967-68 built on the index principle (range: $6,100 for beginning bachelor's degree teachers to $11,470 for master's degree teachers in the 18th year); this represents increases of $500 to $1,370, and a condensation of one year in the schedule
- Changes in several board policies affecting terms and conditions of teacher employment as requested by the teachers
- A mutually satisfactory professional negotiation procedure
- Recognition of a single organization as the negotiating unit for teachers, either by stipulation or, if appropriately challenged, by election as recommended in the NEA report.

The school board agreed to recognize the Fort Wayne Teachers Association as the only negotiating organization for teachers if no election is held by October 15.

(See FORT WAYNE, page 8, column 2)

## Nine Percent Teachers' Salary Increase Urged as Year's Goal by NEA Service

The NEA Salary and Negotiation Consultant Service has set 9 percent as the goal for teachers' salary schedule increases this year. Further, the service calls for an upward salary adjustment of at least 17 percent for the two school years 1967-68 and 1968-69 taken together.

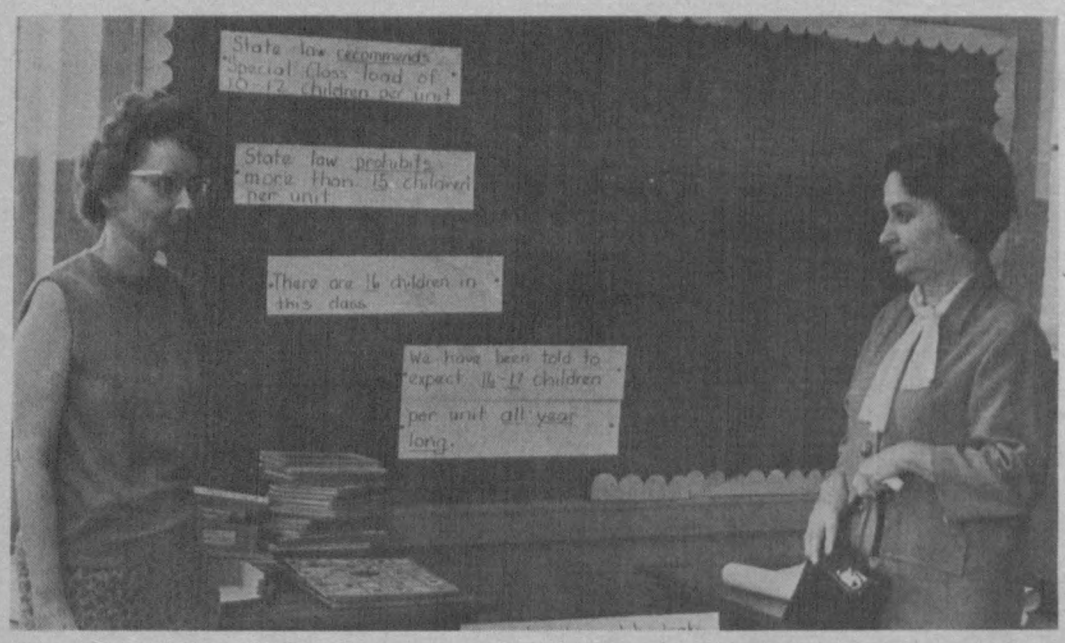
Thus, the service says, a district which has achieved only a 5 percent increase this year should seek 12 percent next year. These adjustments should be in addition to regularly scheduled increments, the service says.

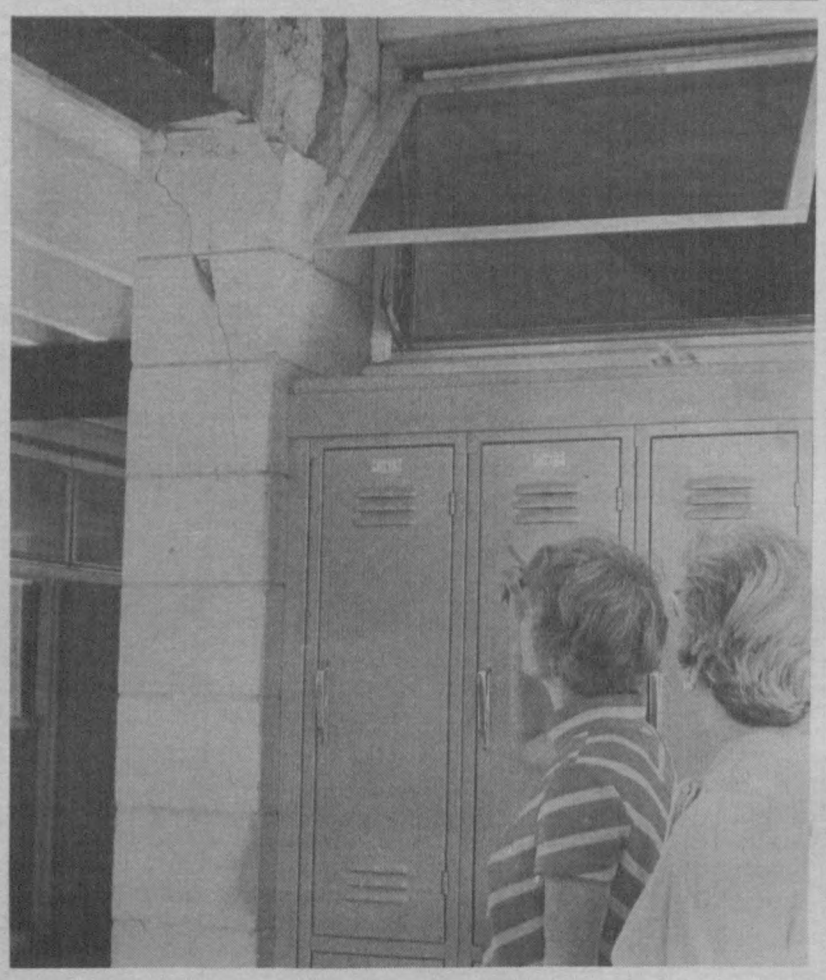
In an official statement, the Salary and Negotiation Service outlined goals for salary structure, for scheduled dollar amounts, and for procedural agreements.

Referring to the structure of salary schedules, the service calls for (1) at least a 50 percent spread between B.A. minimum and B.A. maximum in ten or fewer years, (2) improvement in the ratio of the M.A. minimum to the B.A. minimum by .05 or attainment of a ratio of 1.20 to the 1.00 B.A. minimum, and (3) a rise in the ratio of the M.A. maximum to the B.A. minimum by .10 or attainment of a ratio of 2.00 to the 1.00 B.A. minimum.

The service's dollar amount goals are (1) a B.A. minimum of $6,000 in all districts, (2) an increase of $500 or more in the B.A. minimum toward the goal of $8,000, (3) no step increment below $200, (4) an average annual increment of $300 or more in all salary classes, and (5) initial differentials between successive full-year preparation levels of $500 or more and between successive full-year maximums of not less than $150.

The service calls for written agreements for teacher negotiation, including provision for resolving impasse. It also calls for written grievance procedures, including provision for binding arbitration as the final step in resolving disagreements.


State law recommends special class load of 10-12 children per unit
State law prohibits more than 15 children per unit
There are 16 children in this class.
We have been told to expect 16-17 children per unit all year long.



**Florida Citizens Visit Schools on Crisis Sunday**

Parents and concerned citizens throughout the state of Florida were asked to visit their schools on October 1 to see for themselves some of the conditions that have led the Florida Education Association and NEA to invoke sanctions. Teachers are protesting such conditions as assignment of personnel outside their field, lack of teacher planning time, lack of clerical help, overloaded classrooms, poor facilities, outdated and scarce textbooks, lack of audiovisual teaching materials, extra duties for teachers, and lack of libraries in many schools. Despite TV football and baseball games on Crisis Sunday—and despite refusal by authorities in some counties to open schools—thousands of concerned citizens turned out. In the photo above, a Tallahassee teacher shows a visitor posters describing the overload in her classroom. At right, visitors see a crumbling wall in a school.

# NEA Publishes Analysis of Negotiation Agreements; Research Division Makes 23rd Biennial Salary Survey

## Giant Volume Outlines Agreements Achieved by 1,540 Teacher Groups

An analysis of educators negotiation agreements throughout the nation has been published by NEA. The giant publication detailing the contents of 1,540 negotiation agreements was prepared by the NEA Research Division.

The 420-page volume—first of its kind—not only lists all the agreements in NEA's depository, but also identifies them by school system, location, recognized organization, national affiliation, number of personnel covered, and type of agreement.

The title of the volume is *Negotiation Agreement Provisions, 1966-67 Edition.* Copies will be sent to every NEA regional office and to each state education association headquarters.

### Five Categories

The volume classifies negotiation agreements into five basic categories: (1) agreements that do not recognize organizations for negotiation purposes but utilize some other type of procedure; (2) agreements that provide only for recognition of an organization as representing staff, Level I agreements; (3) agreements that include recognition and also provide for negotiation procedures, Level II agreements; (4) agreements that include recognition, negotiation, and impasse-resolution procedures, Level III agreements; and (5) substantive agreements (sometimes referred to as Level IV) which cover such matters as salary schedule, leave policies, and other negotiated items relating to personnel and conditions of employment, but which may or may not include impasse-resolution machinery.

Every agreement in the volume is listed under each of the 175 possible provisions it contains. The Research Division's computer worked over 45 hours searching its memory and printing this monumental volume.

The volume may be used in a number of ways, the Research Division points out. For example, an association may want to include in its agreement a clause relating to pupil-teacher ratio and class size, but does not know how many agreements contain such clauses or how these clauses are worded. A count of the agreements under the listing titled "Pupil Ratio and Class Size" will tell the number of agreements and show the states they are in. The local association could then locate in *Negotiation Agreement Provisions* the agreements with class size provisions it wanted to study. By identifying the agreements and provisions desired to the NEA Research Division, the association could have the relevant materials copied and sent to it.

Associations and individuals wishing copies may order *Negotiation Agreement Provisions, 1966-67 Edition* (stock #841-24006, $15) from the NEA Publications Sales Section.

## Pay of School Professional Personnel Shown for Districts Throughout U.S.

The NEA Research Division has completed its 23rd biennial salary survey of public school personnel and has published a 260-page report on salaries throughout the nation. The report provides the raw material essential to teachers associations for salary and negotiation efforts.

The survey reveals salaries paid classroom teachers, counselors, school librarians, nurses, social workers, visiting teachers, psychologists, principals, superintendents, and central office personnel in U.S. public school systems enrolling 12,000 or more pupils.

### Reported by Strata

The research report is titled "23rd Biennial Salary Survey of Public-School Professional Personnel, 1966-67: Data for Systems with Enrollments of 12,000 or More." Much of the data in the volume is reported by school-enrollment stata: enrollments of 100,000 or more; enrollments from 50,000 to 99,999; enrollments from 25,000 to 49,999; and enrollments from 12,000 to 24,999.

A second research report summarizes in 36 pages national data from the survey. It is titled "23rd Biennial Salary Survey of Public-School Professional Personnel, 1966-67: National Data." Both volumes are available from NEA Publications Sales Section. The larger volume (stock #435-13326) costs $3.75; the smaller national summary (stock #435-13324) is $1.

**Union Backs Off**

## NEA Affiliates Chosen Over Unions In Illinois, Massachusetts Elections

A representation election in Illinois and three elections in Massachusetts were among those won by NEA affiliates during the last weeks in September.

The local education association won a representation election held September 29 in Park Forest, Illinois, by a vote of 114 of the 171 cast. The union withdrew from the ballot.

Results from an election in Somerville, Massachusetts, show two victories for the local education association. The association defeated the union 358 to 144 in Unit A (teachers) and 64-0 in Unit B (administrators).

Public school administrators in Lawrence, Massachusetts, rejected by a 2 to 1 margin representation at the bargaining table by a local unit of the American Federation of Teachers (AFL-CIO). Instead they chose the Lawrence Administrators Association, a newly formed organization which will receive negotiations assistance from the Massachusetts Teachers Association. The vote was 14-7.

## School Nurses Receive 'Action' Newsletter From National Council

School nurses throughout the nation this month are receiving the first copy of a newsletter titled *Action.* Containing brief items on legislation, new materials, and other topics of interest to school nurses, the new publication is being distributed by the National Council for School Nurses, part of the Health Education Division of NEA's American Association for Health, Physical Education, and Recreation.

School nurses who do not receive a copy of *Action* may request one from Virginia E. Thayer, R.N., AAHPER, at NEA Center.

### Fellowship Deadline

**November 15 is the deadline date for filing applications for the 1968 Hilda Maehling Fellowships for Classroom Teachers. Financed by the Association of Classroom Teachers, the fellowships enable teachers to carry on professional projects. Applications may be obtained from ACT at NEA Center.**

# Investigation of Erie, Pennsylvania, Schools Shows Climate of Fear, Mistrust, Suspicion

## State Association In Pennsylvania Invokes Sanctions On West Mifflin

The Pennsylvania State Education Association invoked a sanction against the West Mifflin School District on September 19, following an investigation of the district by a PSEA special committee. It is the first statewide sanction in Pennsylvania school history.

The report of the special committee indicated a wide range of problems in the Allegheny County district, including:

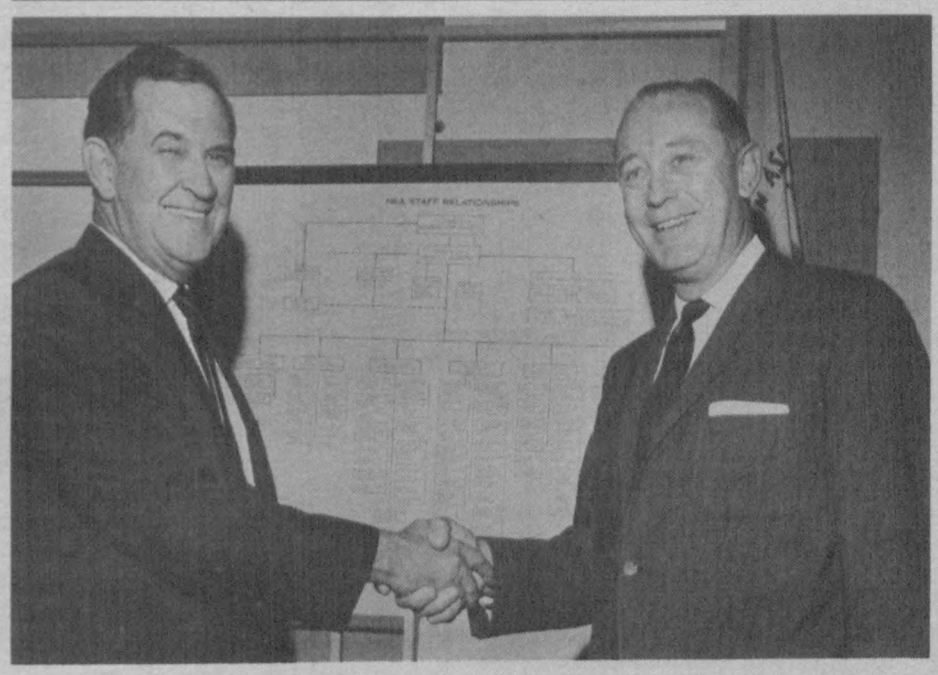
- A dictatorial administration dominating the education structure
- Practically no distinction between the policy-making and administrative powers in the district
- A need for up-to-date written personnel policies
- An overly complex and hard-to-administer salary schedule
- A breakdown of communication from the superintendent to the teachers and principals.

### Executive Council Action

When it invoked the sanction, the PSEA executive council called for correction of these problems. It said that the sanction would not be lifted until there is evidence of improvement and "of a continuance of conditions that provide a climate conducive to professional service."

PSEA specifically suggested:

- That the superintendent discontinue his paternalistic, and sometimes dictatorial, tactics
- That the school board seek the assistance of the state school boards association in setting up a training workshop for board members
- That a grievance procedure be set up jointly by the board and the West Mifflin Education Association
- That WMEA and the board enter into a professional negotiation agreement.



**NEA Executive Secretary and Legislative Chairman**

NEA Executive Secretary **Sam M. Lambert** (left above) greets **A. L. Gallop,** chairman of the NEA Legislative Commission, during the commission's September 25 sessions in Washington, D.C. Dr. Lambert met with the 11-member commission as it prepared recommendations for education legislation during the second session of the 90th Congress. Nat'l Educ. Assn. photo (Salisbury)

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
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| • New Jersey Education Association | Jersey City Public Schools |
| • Ohio Education Association | Struthers Public Schools |
| • Pennsylvania State Education Association | West Mifflin School District |
| • Vermont Education Association | Fletcher Public Schools |

When an association officially reports that conditions have improved in any of the above districts or systems, the NEA REPORTER will announce the action.

## NEA-Michigan Unified Membership Growing

The Michigan Education Association—which this year adopted unified membership—announced this week that it had already qualified for a third NEA director by enrolling more than 40,000 members. MEA President Clifford D. Worden predicted that MEA-NEA membership would exceed last year's state membership total. "We may even qualify for a fourth director when all the memberships are recorded," he said.

## Problems of Faculty Desegregation Probed at Mobile, Alabama, Meeting

What is the effect on teacher-pupil, teacher-teacher, and teacher-administrator relationships when schools are desegregated? How difficult is it to win public acceptance of faculty desegregation? These were among the questions considered by participants in a late summer conference on faculty desegregation held in Mobile, Alabama. The conference was sponsored by the NEA Committee on Civil and Human Rights of Educators and NEA's Association of Classroom Teachers, under a $10,000 grant from the U.S. Office of Education. Nearly 200 persons, mostly classroom teachers, took part.

During the two days of the conference, participants considered such problems as removing teachers' fears of stigmatism and inferior rating when they are placed in schools which formerly had segregated faculties, fears of physical harm to a teacher who is willing to be the first teacher of his race in a previously segregated school, refusal to acknowledge the existence of a problem, hidden areas of sensitivity, and insufficient communication. Goals were identified and solutions sought as the conferees met in discussion groups of eight or nine persons.

The conference was held to provide inspiration and information needed to involve the organized profession at the national, state, and local levels in reducing problems that arise from desegregation of schools. It was the result of planning sessions sponsored earlier by NEA and state classroom teachers associations in Alabama and Mississippi under a grant from the Southern Education Foundation.

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• • • •

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EDPRESS

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## NEA-State Report Is Published

"An atmosphere of fear, mistrust, and suspicion prevails in the Erie [Pennsylvania] system," a special investigating committee reported this month. "There is little evidence of willingness to seek solutions to problems and no common understanding of what the real problems are," the committee reported.

The special investigating committee was set up jointly by NEA's National Commission on Professional Rights and Responsibilities and by the PR&R Commission of the Pennsylvania State Education Association. Publication of the committee's report climaxed a year-long study of the Erie schools by the joint forces of NEA and PSEA.

### Positive Efforts Needed

"Unless positive efforts are made to develop policies, procedures, and organization for a more effective relationship among the Board of Education, the central administration, and the teaching staff, it will be impossible to improve the situation," the committee said.

Among the factors contributing to problems in the Erie schools, the committee said, are:

- Lack of appropriate channels for the free flow of information concerning the school system, its successes and failures
- Lack of teacher participation in the formation of personnel policies
- A failure to set aside animosities and grudges long enough to examine the causes underlying the controversy.

### Divisive Factors Listed

Among other divisive factors in the system, the committee said, are distrust between teachers and officials; low morale because employees believe that politics, not ability, determines promotion; talk of a "merit rating" plan that threatens to further reward political favorites; administrative dualities and intimidation that make a difficult job impossible; lack of information in the community on student achievement; frustrating grievance procedures; and almost nonexistent information transmission within the system.

The committee recommends creation of an office of professional relations to update expertise in school administration. It calls for formal recognition of the Erie Education Association and for negotiation "characterized by a sincere intention to achieve agreement and a joint acceptance of the obligations growing out of the agreement."

Further, the investigating committee urges adoption of new grievance procedures, an end to dual administrative authority, and joint development by the Erie Education Association and the administration of a public relations program to keep the community informed of the school program.

Helen E. Hay, Denver, Colorado, classroom teacher and a member of the NEA PR&R Commission, chaired the investigating committee.

# Selection of Discount Books Offered

## Fiction and Nonfiction Titles Suggested as Holiday Gifts

The NEA Special Services Division this week announced a special book purchase offer that allows members to order a group of popular and professional books at discounts ranging from 25 to 60 percent. The books available through the program are new books, many of them current favorites of book lovers and reviewers throughout the nation. None of the books is a remainder, discard, or "special edition," the division made clear.

The books are listed on this page, the next, and on page 8. The form at right is designed to ensure prompt and efficient handling of orders.

Earl C. Funderburk, chairman of the NEA Special Services Committee, said the special offer is being made at this time to allow members to place orders in time for Christmas giving. "Believing that many teachers find books a satisfying kind of present to give," he said, "the committee acted fast to make the program available before Christmas."

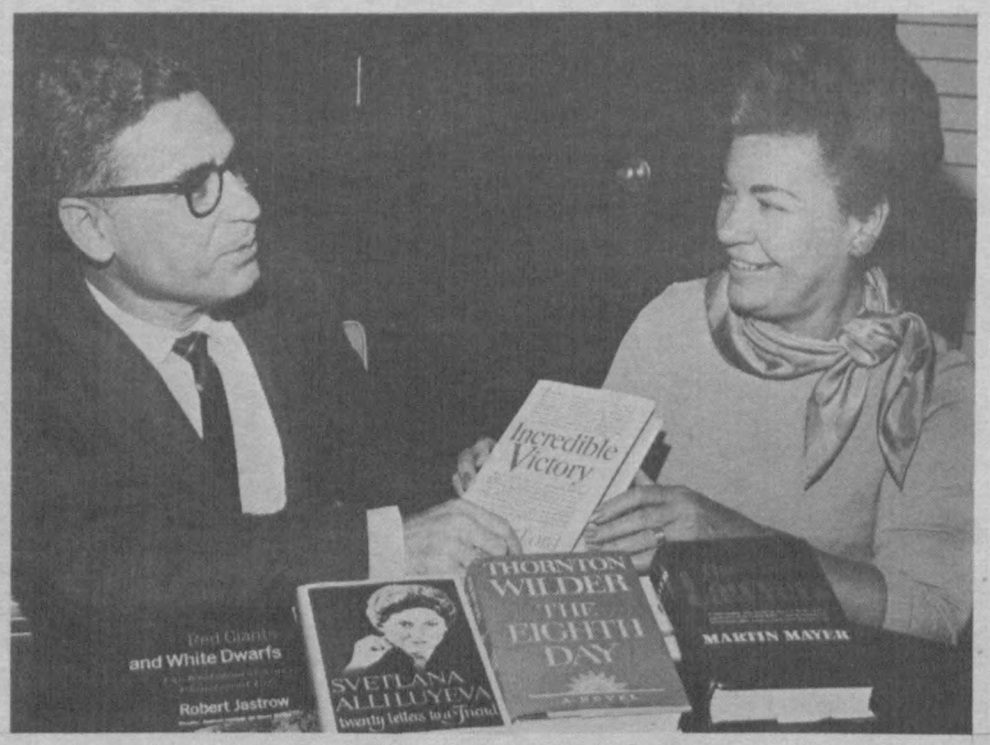
Any NEA member who is also a member of his state education association (if he is eligible for such membership) may obtain books through the special purchase offer. Because of the large discounts, it is necessary to require a minimum order of $5 and to charge 25¢ per order for handling and postage.

In the list of books beginning below, the price at the left (marked P) is the published retail price. Members do *not* pay this price; it is shown only so the amount of discount will be obvious. All the books in the list have a price at the right (marked M); this is the price to members who order two or more books.

This order may be made up of two or more different books or two or more copies of any one book.

For example, book number 1 is *Incredible Victory*. The price at the left under its description is the retail published price, in this case $5.95. Members do *not* pay this price. Members pay only $4.19 (the price marked M at the right), for one copy of this book. Because the price of this book is less than $5 (the minimum order), a member must purchase another book too, or buy two or more copies of one book.

Some of the books on the list have an additional price marked D. These are books whose single-copy discount price is $5 or more. Such a single book may make up an entire order by itself, in which case the D price must be paid. For example, book number 3 on the list is *The Republican Establishment*, which has a published price of $7.95. Its D price (single-copy discount price) is $5.95. Thus a member's entire order may be one copy of this book for $5.95. Of course, if the member orders a second book or more copies of *The Republican Establishment*, he then pays only the M price, $5.60 per volume in this case.




**Association Presidents Look Over Book Selection**

NEA President **Braulio Alonso** and Association of Classroom Teachers President **Ruth Trigg** look over some of the popular titles in the list of books being offered to NEA members at large discounts. Mr. Alonso, himself a voracious reader, expressed pleasure that members were getting this opportunity to save money on book purchases. Mrs. Trigg pointed out that classroom teachers have consistently called for more direct services to NEA members. "I know they will appreciate and take advantage of this excellent offer," she said.

### GENERAL NON-FICTION

**1. INCREDIBLE VICTORY** by Walter Lord. Not even Walter Lord has written a more desperately dramatic book than this pulse-pounding reconstruction of the June 1942 Battle of Midway. It is both a detailed report of countless acts of heroism and an overall view of the strategy, tactics, and odd, incalculable accident which produced the incredible victory.
**P $5.95** **M $4.19**

**2. TWENTY LETTERS TO A FRIEND** by Svetlana Alliluyeva. This is the book by Stalin's daughter that has raised all the fuss. It is the poignant story of her life—a narrative of fear, torment, oppression, and tragedy. At her nationally televised press conference Madame Alliluyeva said that, "The publication of my book will symbolize for me the main purpose of my journey here." **P $5.95** **M $4.19**

**3. THE REPUBLICAN ESTABLISHMENT:** The present and future of the GOP, by Stephen Hess and David S. Broder. A brilliant analysis of the major presidential candidates. An evaluation of the national chairman, the "old style" men of the Senate, the "new breed" governors.
**P $7.95** **D $5.95** **M $5.60**

**4. THE LAWYERS** by Martin Mayer. Here are lawyers of all kinds: criminal, divorce, corporate, county-seat, prosecutors, judges, and civil rights. And here is a lucid exposition of the law they practice and how it got to be that way. This topflight reporter discusses the skills of the profession, often in the words of lawyers themselves.
**P $8.95** **D $6.69** **M $6.29**

**5. OUR CROWD:** The Great Jewish Families of New York, by Stephen Birmingham. A fascinating view of one of the richest segments of a rich city: Jewish upper-class life in New York—vibrant, exotic, romantic, special. Fifth Avenue mansions where 60 sat down to dinner attended by as many footmen, castles in Westchester, villas in New Jersey, private railway cars, vast art collections, millions given away quietly and uncounted. A superb social history.
**P $8.95** **D $6.69** **M $6.29**

**6. THE PREVALENCE OF NONSENSE** by Ashley Montagu and Edward Darling. This is scholarship rolling a hoop, revealing the cheerful or sometimes ghastly truths by which we live. A droll book by an outstanding anthropologist and a witty satirist. **P $5.95** **M $4.15**

**7. AND/OR:** A Pictorial Plea for Peace, by Marjorie Morris and Don Sauers. Visual counterpoint through famous photographs which stir the conscience. A call for sanity.
**Hardbound P $4.95** **M $3.49**
**Paperback P $2.50** **M $1.75**

**8. THE MIDDLE-AGE CRISIS** by Barbara Fried. For many, the transition from the youthfulness of 35 to the middle-age of 45 can be as tumultuous as adolescence. This is the first book to deal with this age exclusively and to offer some sound advice on how to handle it.
**P $4.95** **M $3.49**

**9. MOTHERS AND DAUGHTERS** by Edith G. Neisser. The author explains this subtle relationship from the daughter's birth to her emergence into adulthood, using as illustrations case-studies and famous mothers and daughters in literature. The book has the approval of eminent psychologists, sociologists, and anthropologists, who agree with Mrs. Neisser's wise conclusions.
**P $7.95** **D $5.95** **M $5.60**

**10. WHERE DO WE GO FROM HERE?** by Martin Luther King Jr. The Nobel Prize-winning moral leader analyzes the present crisis in the civil rights movement. He assesses the results of ten years' struggle, and charts a course for the future. **P $4.95** **M $3.49**

**11. THE DEATH OF A PRESIDENT** by William Manchester. The most significant contribution to the recording of our national tragedy and an eminent literary achievement.
**P $10.00** **D $7.50** **M $7.00**

**12. COMMON STOCKS AND UNCOMMON PROFITS** (Revised) by Philip A. Fisher. Foreword by Jeremy C. Jenks. The author compares his results on eighteen stocks with the Dow-Jones industrial average. He tells "the reader to forget all the Wall Street mumbo jumbo . . . . He gives 'The Fifteen Points to look for in a Common Stock.' "
**P $4.50** **M $3.15**

**13. GROWTH OPPORTUNITIES IN COMMON STOCKS** by Winthrop Knowlton. Succinct, level-headed guidance veering to the conservative edge of long-term aggressive planning and strategy for the relatively inexperienced common-stock investor. Based on material assimilated by the author while in charge of research at White, Weld, and Company.
**P $3.95** **M $2.75**

**14. THE INTELLIGENT INVESTOR: A BOOK OF PRACTICAL COUNSEL** (3rd Revision). Explanation for the layman of investment principles and investor attitudes in marketable securities which include redeemable U.S. savings bonds. Updated with analysis in relation to conditions and market trends of the mid-1960's and citation of current examples.
**P $5.95** **M $4.19**

**15. SONNETS FROM THE PORTUGUESE** by Elizabeth Barrett Browning. A lovely hard-cover edition of this fine classic, complete with slip case. **P $2.95** **M $2.05**

**17. COLLECTED POEMS** by Edna St. Vincent Millay. The definitive edition of the American woman poet's sonnets and lyrics . . . divided into separate sections, arranged chronologically, and printed in groups under the titles of the original volumes. Large clear print.
**P $8.95** **D $6.69** **M $6.25**

**19. THE EFFECTIVE EXECUTIVE** by Peter F. Drucker. That it is the executive's task to be effective and that effectiveness can be learned are the dual premises of a book discussing the steps involved in attaining this goal. Drucker's cogent, clearly presented advice invariably goes to the root of a problem or situation.
**P $4.95** **M $3.49**

### FICTION

**22. THE EIGHTH DAY** by Thornton Wilder. This novel moves back and forth through time and space, weaving brilliant figures into the vast tapestry that is human history. Seen close-up, each man and woman and child invades our consciousness . . . long after we have closed the book in which we met them. Thornton Wilder is thrice winner of the Pulitzer Prize.
**P $6.95** **D $5.25** **M $4.89**

**23. THE EARLY LIFE OF STEPHEN HIND** by Storm Jameson. Worldliness, wit, and an astringent questioning of the illusions by which men live make this portrait of a gifted opportunist one of Storm Jameson's most memorable creations. Book-of-the-Month Club selection.
**P $4.95** **M $2.75**

**25. THE MASTER AND MARGARITA** by Mikhail Bulgakov. Translated from the Russian by Michael Glenny. The time is the 1920's. The place is Moscow. The devil appears with a naked girl and a huge black cat that smokes cigars and is a dead-shot with a Browning automatic. Havoc descends on the city. The devil's antics bring out the worst in everyone. Bulgakov lampoons the institutions he hated the most: medicine, the theater, the clique-ridden literary world, bureaucracy, and orthodoxy. In the great tradition of Russian literature. This is the only unexpurgated edition.
**P $5.95** **M $4.19**

**26. WAPSHOT CHRONICLE** by John Cheever. Set in St. Botolphs, an inland port in the great days of Massachusetts sailing fleets, now left with a few small industries, the river, the east wind, a fine show of houses on River Street, and the Wapshots. It is a ribald, poignant story woven from the threads of emotion, tragedy, comedy, and irony.
**P $5.95** **M $3.49**

**27. WAPSHOT SCANDAL** by John Cheever. This work continues the tale of the decline of the fortunes of the Wapshot family. The novel is lighted by the high gloss of Mr. Cheever's style, by glints of humor, and especially by the warm glow of human fortitude under stress. Winner of the William Dean Howells Medal.
**P $4.95** **M $2.75**

**28. THE MENORAH MEN** by Lionel Davidson. A scroll fragment is lately uncovered by Israeli archaeologists. Once deciphered, it reveals startling information about the candlestick of gold which Titus had supposedly stolen from Solomon's Temple in A.D. 70. The mystical power of an ancient civilization blends with the tensions of today's Israel in this novel. Book-of-the-Month Club selection.
**P $5.95** **M $2.49**

**30. A WOMAN OF MY AGE** by Nina Bawden. A novel which blasts the fantasies of martyrdom and virtue in marriage. An extraordinary and unsentimental insight into a conventional woman coming to grips with middle-age and with herself.
**P $4.50** **M $3.15**

### MYSTERY AND SUSPENSE

**31. THE EDGE OF THE CHAIR** edited by Joan Kahn. A superlative anthology. Some fact, some fiction, all suspense. 34 separate masterpieces . . all adding up to rich hours of edge-of-the-chair entertainment. 560 pgs.
**P $6.95** **D $5.25** **M $4.89**

**32. REPEAT THE INSTRUCTIONS** by Vernon Beste. The most chilling, authentic, and unswervingly exciting spy story of recent years—as real and terrifying as the world around us today. Mr. Beste is the acclaimed author of *The Moonbeams.*
**P $5.95** **M $4.19**

**34. LET'S CHOOSE EXECUTORS** by Sara Woods. Marvelous English courtroom drama and strategy. Antony Maitland is embroiled in what seems like a hopeless case involving murder. But he is determined to do what he can—to rescue a damsel in real distress.
**P $4.95** **M $3.49**

**35. EXERCISE HOODWINK** by Maurice Proctor. The Granchester police get plenty of exercise chasing the Dixie Costello mob—an uncommonly dangerous gang of diamond smugglers—all over England and South Africa. Their race is one of the most strenuous on record, its finish breathless.
**P $4.50** **M $3.15**

**36. FLYING FINISH** by Dick Francis. The New York Times called Mr. Francis "a magnificent suspense novelist." The London Times says that this is his best book yet.
**P $4.95** **M $3.49**

**37. THE DRESDEN GREEN** by Nicholas Freeling. The Dresden Green, stolen during World War II, is the most flawless diamond in the world. A casual situation grows steadily to unbearable tension in this top-flight mystery thriller, giving the reader a new experience in style. Mr. Freeling won the Mystery Writer's Award for the best mystery of the year. **P $4.95** **M $3.49**

### HUMOR

**41. THE CHAS. ADDAMS MOTHER GOOSE.** A collection of traditional Mother Goose rhymes with bizarrely untraditional illustrations. 30 illustrations, 18 in full color. A Windmill Book.
**P $4.95** **M $3.49**

**42. THE NEW YORKER ALBUM, 1955-1965.** 300 pages of cartoons and captions. New Yorker cartoons reflecting changing patterns of behavior and taste, this collection is entertaining for sophisticated young adults.
**P $7.50** **D $5.65** **M $5.25**

# to NEA Members

**43. DID ANYONE BRING AN OPENER?** by Jonathan Winters and Philip Cammarata. Movie-stills with captions on every page. An outrageous view of all manner of human activities as seen in the movies of yesterday.
**Paperback $1.95** **M $1.35**

**44. ALARMS AND DIVERSIONS** by James Thurber. Short stories, essays, factual articles, and nearly 200 incomparable Thurber drawings.
**P $4.95** **M $3.49**

**45. GAMES CHRISTIANS PLAY** by Judi Culbertson and Patti Bard. Illustrated by Susan Peal. An irreverent guide to religion without tears. The "shortcuts" to becoming spiritual, or how to live like the devil and still be a saint.
**P $2.95** **M $2.05**

## SPORTS AND NATURE

**46. THE PEREGRINE** by J. H. Baker. For ten years, John Baker was compelled by the savage grandeur of this solitary bird. Then one winter's night, he found the falcon with which he established a fugitive but unforgettable relationship.
**P $4.95** **M $3.49**

**49. PAPER LION** by George Plimpton. Combining humor, inside sports-lore, mayhem, and excitement, this book recounts the adventures of a professional writer and week-end athlete—as quarterback with the Detroit Lions team.
**P $5.95** **M $4.19**

**50. BETTER GOLF AFTER FIFTY** by Gene Sarazen. This book provides hundreds of tested pointers to help the country's golfers 50-and-over with every phase of their game. With photographs and drawings.
**P $5.95** **M $4.15**

**51. COMPLETE BOOK OF OUTDOOR LORE** by Clyde Ormond. This entertaining and useful guide deals with clothing, pack, shelter, fire, water, food, and hints on making camp equipment. It also has a section on tree identification and animal signs. Illustrated. Waterproof binding.
**P $4.95** **M $3.49**

**52. COMPLETE BOOK OF CAMPING** by L. Miracle and M. Decker. Advice on auto camping, back packing, bicycling, saddle trips, skiing, and air travel. Illustrated. Pocket size. Waterproof binding.
**P $4.95** **M $3.49**

**53. PRIDE'S PROGRESS:** The Story of a Family of Lions by Emmy Haas. Far more than an accurate and scientifically valid study, this is a totally captivating chronicle of a delightful family. 168 photographs.
**P $5.95** **M $4.19**

## TRAVEL

**54. THE EVIDENCE OF WASHINGTON** by William Walton. Photographs by Evelyn Hofer. All the moods of Washington, D.C., are captured in words and photographs in this remarkable book. Aside from the beautiful 144 pages of black and white and color photographs, the book itself is the most intelligent book on the nation's capital ever published.
**P $17.95** **D $7.50** **M $7.00**

**55. LOST TOWNS AND ROADS OF AMERICA** (Revised edition) by J. R. Humphries. The superhighway has cut off many towns and backroads from the mainstream. These isolated places exist as continuation of the past. This vivid and magnificently illustrated book is an invitation to explore an America scarcely altered by the modern world.
**P $6.95** **D $5.25** **M $4.89**

**56. HERE'S ENGLAND:** A Highly Informal Guide by R. McKenney and R. Branston. Ruth McKenney, of *My Sister Eileen* fame, and her husband, Richard Branston, lived in England for several years.
**P $4.95** **M $3.49**

**57. ALONG THE RIDGE:** From Northwestern Spain to Southern Yugoslavia, By Edward Streeter. The author of *Father of the Bride* tells the amusing and informative story of a most original European motor trip which he took with three companions.
**P $4.95** **M $2.75**

**58. THE COMPANION GUIDE TO THE SOUTH OF FRANCE** by Archibald Lyall. The most fashionable and popular playground of Europe, a principal exhibition ground of contemporary art, the Lower Provence is also rich in architectural and archaelogical interest. Illus.
**P $4.95** **M $2.75**

**59. THE COMPANION GUIDE TO THE GREEK ISLANDS** by Ernle Bradford. The image of Greece is the sea. The tour includes the Ionian and Aegean islands and their people. The sunlight, the seaspray, the air, the ruins, and the vigorous islanders are all described in significant detail. Illustrated.
**P $4.95** **M $3.49**

**60. THE COMPANION GUIDE TO ROME** by Georgina Masson. Rome provides the ideal link between the ancient and modern world. The book is arranged in 25 walking tours. It also has practical tips on shopping, etc. Miss Masson not only tells you *what* to see but *when* to see it. Illustrated.
**P $6.50** **M $3.49**

## RELIGION

**61. IF THIS BE HERESY** by James A. Pike. One of the most controversial men of our time affirms that there is a God, but we must seek new ways to reach Him. Pointing to the swift decline of the Church, the author states that this will continue unless it is radically reformed.
**P $4.95** **M $3.49**

**63. THAT TREMENDOUS LOVE,** compiled and edited by Fulton J. Sheen. 225 selections on topics which preoccupy all of us, are all by world-renowned writers. An ideal gift. Boxed, bound in Cardinal red moire.
**P $4.95** **M $3.49**

**64. THE TEILHARD DE CHARDIN ALBUM,** compiled and edited by Jeanne Mortier and Marie-Louise Auboux. This magnificent book is a selection of texts and photographs encompassing every phase of Teilhard's life. It is a very moving portrait of the life of a great man. 240 photographs, 9" x 12".
**P $12.95** **D $9.75** **M $9.05**

**65. HARPER'S BIBLE DICTIONARY** (7th Edition) by Madeleine S. Miller and J. Lane. Illustrated with 424 halftones, 108 line drawings, 16 pages of historical maps. This can be used with both the King James and Revised Standard Versions. More than 3,015 entries.
**P $8.95** **D $6.69** **M $6.25**

## HOW-TO AND HOMEMAKING

**68. HOME GUIDE TO PLUMBING, HEATING AND AIR CONDITIONING** by George Daniels. This book clearly explains how each system works and should function for best results, how to make your own repairs efficiently and inexpensively. Illustrated.
**P $3.95** **M $2.75**

**69. HOW TO DO YOUR OWN WOOD FINISHING** by Jackson Hand. Everything from restoring a damaged surface to refinishing an antique. The book also explains how to use novelty finishes, glazes, and the special techniques for outdoor furniture, musical instruments, metal surfaces, and wood floors. Illustrated.
**P $3.95** **M $2.75**

**70. NEEDLEPOINT MADE EASY: CLASSIC AND MODERN** by Mary Brook Picken and Doris White. Covers beginning and advanced needlework, needlework stiches, how to block needlework, how to use and mount needlework, and much more. Ill.
**P $3.95** **M $2.75**

**71. THE NEW YORK TIMES COOK BOOK,** edited by Craig Claiborne. An excellent standard cook book consisting of 1,500 recipes tested in the New York Times kitchen. It emphasizes international dishes, but includes enough typical American ones. A superior production. Illustrated.
**P $9.95** **D $7.50** **M $6.99**

**72. THE NEW YORK TIMES MENU COOK BOOK,** edited by Craig Claiborne. A companion volume to *The New York Times Cook Book* adds more than 1,200 recipes printed in the Times from 1960 to 1966 to the 1,500 included in the earlier book. Illustrated.
**P $9.95** **D $7.50** **M $6.99**

**73. RUG HOOKING MADE EASY** by Charlotte Stratton. Step-by-step instructions combine with beautiful illustrations to give expert information on the background of the craft, design, dyes, and dyeing, equipment, care of hooked rugs, and many details for the experienced craftsman as well as the beginner.
**P $5.95** **M $4.19**

**75. LEONE'S ITALIAN COOKBOOK** by Gene Leone. Foreword by Dwight D. Eisenhower. A collection of some 300 distinctive recipes with which the author's mother brought fame and fortune to the New York restaurant he now heads. Geared neither to low-cost nor hurried cooking, these explicit recipes embrace dishes for the entire meal, from antipasto through dessert and espresso, and are adapted to serve from four to six or occasionally more persons. One chapter is devoted to dishes for light meals. Illustrated.
**P $6.50** **M $4.55**

**76. TREASURY OF WINE AND WINE COOKERY** by Greyton H. Taylor. Introduction by Clementine Paddleford. Mr. Taylor speaks with authority as well as interest, being a member of the Taylor family whose New York State wines are well known. A most informative discussion of wines. The differences in grapes, the choice, serving, tasting, and decanting of wine, are all simply explained. More than 400 recipes including soups, meats, fish, and desserts. 150 drink recipes.
**P $6.50** **M $4.55**

**77. YOGA AND HEALTH** by S. Yesudian and E. Haich. Here are the principles of Hatha Yoga and directions for the exercises which have helped thousands to overcome problems of digestion, abnormal weight, weakened muscles, and other disorders. The goal is complete self-control over mind and body.
**P $3.00** **M $2.10**

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## FOR YOUNG READERS

**79. LITTLE BEAR** by Else Holmelund Minark. Pictures by Maurice Sendak. This is a book acclaimed by teachers everywhere.
**P $1.95** **M $1.35**

**80. HARRIET THE SPY** by Louise Fitzhugh. "A splendid realistic picture . . . it could take place in any comfortable urban area in the country"—Virginia Chase, Carnegie Library of Pittsburgh.
**P $3.95** **M $2.75**

Little House Books by Laura Wilder

**81. BY THE SHORES OF SILVER LAKE**
**82. FARMER BOY**
**83. LITTLE HOUSE IN THE BIG WOODS**
**84. LITTLE HOUSE ON THE PRAIRIE**
**85. LITTLE TOWN ON THE PRAIRIE**
**86. LONG WINTER**
**87. ON THE BANKS OF PLUM CREEK**
**88. THESE HAPPY GOLDEN YEARS**

**P $3.50 each** **M $2.45 each**

**89. CHARLOTTE'S WEB** by E. B. White. Pictures by Garth Williams. This classic story is loved by all people, regardless of age. It is the story of a little girl named Fern who loved a little pig named Wilbur and of Wilbur's dear friend Charlotte A. Cavatica, a beautiful, large grey spider who lived with Wilbur in the barn.
**P $3.95** **M $2.75**

**90. STUART LITTLE** by E. B. White. Pictures by Garth Williams. The first children's book by this distinguished writer. It has remained a classic. Stuart Little, a debonair mouse, is small in size only; he has the adventurousness, the great purpose, and the indomitable spirit of a heroic figure.
**P $3.50** **M $2.45**

**91. LULLABIES AND NIGHT SONGS,** edited by William Engvick, music by Alec Wilder, pictures in full color by Maurice Sendak. This collection of 48 songs includes Mother Goose rhymes; lullabies from different lands; poems from Blake, Lewis Carroll, James Thurber, and Robert Louis Stevenson—some never before set to music.
**P $6.95** **M $4.19**

## PROFESSIONAL

**92. THE SENSE OF WONDER** by Rachel Carlson with photographs by Charles Pratt and others. "An eloquent plea for parents to rekindle their own feeling for nature and help children use all their senses as avenues of delight and discovery" says the New York Times. Now in oversize paperback.
**P $2.50** **M $1.75**

**93. HEAD OVER HEELS:** Gymnastics for Children by Vera L. Drehman. A useful guide to the physical fitness of children. Detailed instructions for teachers. 400 illustrations.
**P $5.95** **M $4.15**

**94. SEX EDUCATION AND THE SCHOOLS** edited by Virginia Hilu. Are the schools to teach children "the facts of life"? If so, who will teach the courses and what courses will be taught? This book is the result of discussions by Dr. Mary Calderone, director of the Sex Information and Education Council; Dr. Alan Guttmacher, president of Planned Parenthood; Mrs. M. McIntosh, president emeritus of Barnard College; and the Rev. R. Unsworth, chaplain at Smith College.
**P $4.95** **M $3.49**

**95. A PARENT'S GUIDE TO MUSIC LESSONS** by Vera Goldman and Ande Manners. Sound advice on when to begin lessons, finding a good teacher, cost of lessons, length of practice sessions, the techniques required for each instrument, care of the instrument, and how to get a child to continue to play after the initial novelty has worn off.
**P $6.95** **D $5.25** **M $4.89**

**96. REVOLUTION IN LEARNING:** Quickening Intelligence from Birth to Six, by Maya Pines. This is the first report on the cognitive approach, which advocates stimulating children intellectually during their earliest years.
**P $5.95** **M $4.15**

**97. THE HARPER ENCYCLOPEDIA OF SCIENCE** (Revised Second Edition) edited by James R. Newman. A complete one-volume reference for teachers, this is virtually an entire library of science. 4,000 clearly written entries with 2,500 illustrations (many in color). 1,379 pages.
**P $35.00** **D $22.50** **M $21.00**

**98. DICTIONARY OF WORD AND PHRASE ORIGINS VOL. I** by William and Mary Morris. Stories behind 3,000 everyday American words and expressions.
**P $6.95** **D $5.25** **M $4.89**

**99. DICTIONARY OF WORD AND PHRASE ORIGINS VOL. II** by William and Mary Morris. 2,500 additional fascinating entries make this an entirely new kind of reading reference book.
**P $7.50** **D $5.65** **M $5.25**

**100. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM: FIRST SERIES,** edited by Frank N. Magill. Short, readable summaries of 510 of the world's best novels, plays, tales, and epics. Widely useful to teachers and students in making studies of literary forms, in comparative literature, etc.
**P $9.95** **D $7.50** **M $6.99**

**101. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM: SECOND SERIES,** edited by Frank N. Magill. This second volume contains 500 additional sequence-by-sequence plot stories, including well-known novels, dramas, poems, and other works representing 511 different authors.
**P $9.95** **D $7.50** **M $6.99**

**102. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM: THIRD SERIES,** edited by Frank N. Magill. Nearly 200 masterpieces of philosophy, poetry, and essays plus 300 works of fiction and drama discussed. Included are virtually all nonfiction works studied in college and high school English and literature courses.
**P $9.95** **D $7.50** **M $6.99**

**104. HARPER'S ENGLISH GRAMMAR** by John B. Opdycke. Revised and edited by Stewart Benedict. This reference book covers parts of speech, parts of the sentence, unity and coherence, emphasis and variety, analysis, and parsing. It is designed for use by teachers as well as students in elementary and high schools, and may be used to advantage in the library reference room.
**P $4.95** **M $3.49**

**105. ALLEN'S SYNONYMS AND ANTONYMS (REVISED)** by Allen F. Sturges. Edited by T. H. Vail Motter. An invaluable literary reference work, comprehensive in vocabulary (including technical terms and slang), thoroughly cross-referenced and with full antonym references.
**P $5.95** **M $4.19**

**(More books listed on page 8, column 3)**

# Teacher-Administrator Dialog Continues

## Unity of Profession Remains Focus of Joint Commission

Members of the Joint Commission of the Association of Classroom Teachers and the American Association of School Administrators met at NEA Center September 29-30 to continue their dialog on problems of concern to the two organizations.

According to Ruth Trigg, ACT president, discussion focused on unity within the teaching profession. "Commission members considered proposed amendments to the NEA bylaws dealing with organizational structure and their implications for the united teaching profession," Mrs. Trigg said. "The commission plans to share its thinking with the NEA task force that has been appointed to study these amendments."

Mrs. Trigg reported that the commission endorsed the idea of local studies of the total school program. She said that *Profiles of Excellence,* published by NEA's Office of Professional Development and Welfare, was cited as one instrument that might be used in conducting such studies.

Representing ACT, in addition to Mrs. Trigg, were Bruce P. Eckman, Portland, Oregon, president-elect; Charles F. Deubel, Freeport, New York, past president; Margaret Stevenson, executive secretary; Vivian Bowser, Houston, Texas; Richard F. Kuberka, Rockford, Illinois; and Maunelle Martin, Scottsdale, Arizona.

Representing AASA were William H. Curtis, president; G. Warren Phillips, Valparaiso, Indiana, past president; Forrest E. Conner, executive secretary; J. Hartley Blackburn, Manatee County, Florida; George Brain, Pullman, Washington; Homer O. Elseroad, Montgomery County, Maryland; and William H. Wagoner, New Hanover County, North Carolina.

Three members of the Joint Commission of the Association of Classroom Teachers and the American Association of School Administrators converse during a break in the program of the commission's September meeting. From left to right are **Vivian Bowser,** classroom teacher of Houston, Texas; **Richard F. Kuberka,** classroom teacher of Rockford, Illinois; and **J. Hartley Blackburn,** superintendent of Manatee County schools, Bradenton, Florida.

## New Look Seen For Teachers Atlanta Meeting

The Southeast regional conference of NEA's Association of Classroom Teachers will have a new look this year. The conference, November 9-11 in Atlanta, will be modeled after the experimental leadership development seminar introduced at ACT's national conference held in Bemidji, Minnesota, in July.

Richard Albertson of NEA's National Training Laboratories Institute of Applied Behavioral Science is planning the leadership training program. The workshop will feature laboratory techniques designed to open channels of communication and produce data for analyzing and understanding concepts of human behavior. Attention will be given to such topics as the functions of local associations, special services, and teacher-administrator-board relations.

Conferees will work in small groups in which each individual will be involved in identifying and studying problems. The Southeast regional conference may serve as a prototype for the remaining five ACT regional conferences during 1967-68. Additional information may be obtained from ACT at NEA Center.

# Associations Plan Nationwide Political Clinic Weekend; 50-State Participation Sought for April 5-7 Program

## NEA President Alonso Calls on Teachers To Accept a Political Role

Nearly 250 representatives of education associations from 43 states took part in a political clinic late last month, then pledged themselves to work toward a nationwide Political Clinic Weekend in their states on April 5-7, 1968. The NEA Citizenship Committee, which sponsored the September 24-26 clinic, has contacted state education associations throughout the nation in an attempt to enlist 50-state support for the April clinics.

Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare, proposed the nationwide clinic weekend in a speech at the September clinic, which was held in St. Louis. "We are suggesting," he told those attending, "that you consider the possibility of a 50-state hookup, tying together a political clinic in all of the states at the same time. Each state association could invite its state governor as the keynote speaker, and attract not only the attention of the teachers of America, but the general public as well, to the fact that we are launching a new program of political awareness and involvement on the part of the teachers of the nation."

Positive response to the April clinic was indicated by the fact that 30 state groups turned in written comments agreeing to support the idea.

NEA President Braulio Alonso told clinic participants that "we must be alert politically" because "every major decision for education is made in the political arena." He added: "If the schools belong to the people, if the people determine what schools are for and how much they are willing to pay, it follows then that we in the school world must take a leading role in the preparation of the people for the proper financing of education."

Chairman of the St. Louis clinic was Bob C. Lees, of Tulsa, Oklahoma, chairman of the NEA Citizenship Committee.

During a Clinic on Political Clinics, sponsored by the NEA Citizenship Committee, 38 state and big-city education association teams were awarded libraries of political information publications. In the photo above, **John W. Thrasher,** Milton-Freewater, Oregon, accepts a box of publications on behalf of the Oregon Education Association. Presenting the publications to Mr. Thrasher is **Elizabeth D. Koontz,** NEA president-elect. Next to her is NEA Past President **Pearl A. Wanamaker,** of Seattle, Washington. Below, hard at work during the September 24-26 sessions, are (left to right) **Mary Ann Scott,** assistant secretary for field services, NEA National Commission on Professional Rights and Responsibilities; **Sally Thompson,** New Mexico Education Association; and **Gordon R. Renfrow,** Missouri State Teachers Association.

# CURRENT

What's Going On in TV, Radio, Press, and National Magazines

### Television

*(All times are Eastern)*

**Justice For All?—Friday, October 27, NBC-TV, 7:30 P.M.** NBC News Special exploring inequities in the law affecting people of low income.

**Grizzly!—Wednesday, November 1, CBS-TV, 7:30 P.M.** First of the season's National Geographic Society specials, about a conservation hunt for the grizzly bear through Yellowstone and Grand Teton National Parks.

**Benjamin Britten and his Aldeburgh Festival—Friday, November 3, NBC-TV, 10 P.M.** Bell Telephone Hour gives television coverage to this English festival of the arts for the first time.

**Look Up and Live—Sundays, November 5, 12, 19, 26, CBS-TV, 10:30 A.M.** A four-part series of programs dealing with the power and choices facing man in a technological age.

**Discovery—Sundays, ABC-TV, 11:30 A.M.** *November 5:* "State Fair." *November 12:* "Monsters of the Ocean Deep." *November 19:* "The Island People." *November 26:* "The Vanishing Wilderness," with Senator Robert Kennedy.

**Directions—Sundays, ABC-TV, 1 P.M.** *November 5, 12:* "War Games," concluding programs in series of dramas dealing with individuals affected by war. *November 19:* "The Church and Contemporary Life."

**A Bell For Adano—Saturday, November 11, NBC-TV, 7:30 P.M.** Hallmark Hall of Fame dramatization of the novel by John Hersey, with John Forsythe and Kathleen Widdoes.

**Androcles and the Lion—Wednesday, November 15, NBC-TV, 7:30 P.M.** Richard Rogers' musical adaptation of the play by George Bernard Shaw.

**Gauguin in Tahiti: The Search for Paradise—Tuesday, November 21, CBS-TV, 10 P.M.** Sir Michael Redgrave in a CBS News Special.

### Magazines

*(November issues)*

**Atlantic**—"The California Textbook Fight," by Harry N. Scheiber, associate professor of history at Dartmouth. Deals with recent controversy over acceptance of an eighth grade American History textbook in California.

**Family Circle**—A father and author (Sloan Wilson) speaks up about "Teen-Agers and Sex."

**Good Housekeeping**—"An Open Letter to the Father of a Boy Who Won't Get His Hair Cut," by Mary Groves, teacher.

**Harper's**—"The Social-Industrial Complex," by Michael Harrington.

**Ingenue**—"What Love Really Means" describes a program where teen-agers volunteer their summers at a camp for retarded children.

**Look** (*Oct. 17*)—Another in this magazine's distinguished picture-plus-text series on people in education, "What Is a Principal?" by John Poppy, focuses on Principals Ralph Cline of Villa Heights Elementary School, Charlotte, N.C., and Ruth Chadwick of Horace Mann Elementary School in Newtonville, Mass.

**Reader's Digest**—"An Experiment in Sex Education," by Jo Gorsuch, story of a small-town high school teacher and her introduction of sex education to this school; also "Can Negro Children Make the Grade?" by Joseph Alsop; and "Tell It Like It Is" by Arlene Silberman, condensed from *Contemporary* (February 26, 1967). By being honest with our children, she says, we can condition them early to weather the storms of life.

**Redbook**—"How Teachers Make Children Hate Reading," by John Holt. An attack on English teachers which discusses, among other things, undue stress on good spelling.

# Oxford Curriculum Meeting Cosponsored By NEA Center for Study of Instruction

**New Associated Press Education Editor Visits NEA Center**

**Garven Hudgins** (right), new education editor for the Associated Press, interviews NEA Executive Secretary **Sam M. Lambert** at NEA Center. Mr. Hudgins, a foreign correspondent for the last decade, was AP bureau chief in Cairo until Egyptian authorities expelled him and other Western correspondents this past summer. A former Virginian and a Yale alumnus, Mr. Hudgins joined AP in 1950. In his new assignment, his aim is to cover the changing American education scene with depth reports and major Sunday features. Examples of stories he has tackled in his first month on the job include a feature on "the new teacher"; a close-up of U.S. Education Commissioner Harold Howe II; and an analysis of college costs.

## Three Nations Join Sessions On Innovation

The NEA Center for the Study of Instruction joined with the Schools Council of London and the Ontario Institute for Studies in Education to sponsor the Third International Curriculum Conference in Oxford, England, last month.

Focusing their discussion on the conference theme, "Curriculum Innovation in Practice," the conferees from Canada, England and Wales, and the United States found themselves confronting similar problems, especially in seeking ways to extend their school curriculums simultaneously to meet the needs of their nation and the needs of individual students. The extension of educational opportunity to a wider segment of the school population was, they found, of concern in all three countries.

Observers from UNESCO, from several regional organizations, and from Africa, Scotland, Ireland, Australia, and New Zealand also attended the sessions, which were held at St. Catherine's College September 17-22.

Ole Sand and Robert M. McClure, of the NEA Center for the Study of Instruction, were responsible for United States coordination of the conference. Former NEA Executive Secretary William G. Carr headed the U.S. delegation of 55 persons to the conference and gave the concluding address on September 22.

Other U.S. delegates included CSI advisory committee chairman J. Steele Gow, Jr.; CSI program specialist Margery Thompson; Vanett Lawler, executive secretary, Music Educators National Conference; Grant Beglarian, director, MENC Contemporary Music Project; Leslee J. Bishop, executive secretary, Association for Supervision and Curriculum Development; Robert H. Carleton, executive secretary, National Science Teachers Association; Morris Shamos, NSTA president; Don Davies, executive secretary, National Commission on Teacher Education and Professional Standards; Robert W. Eaves, executive secretary, NEA Department of Elementary School Principals; James E. Russell, secretary, Educational Policies Commission; Stephen A. Whealton, EPC staff member; and Elena Sliepcevich, director, School Health Education Study.

**'Blackboard Power'**

## NEA 'Old Lady' Is 'Spry Chick,' Labor Columnist Riesel Reports

NEA comes off well in a recent newspaper column by the widely read labor columnist Victor Riesel. Writing about what he calls "The Struggle for Blackboard Power," Mr. Riesel says of NEA: "The so-called old lady of the teaching business turns out to be a mighty spry chick."

A portion of Mr. Riesel's column follows. The entire column was distributed on September 16 to 334 daily newspapers by Publishers-Hall Syndicate.

"The real issue, therefore, is blackboard power among the teachers of the land. Fact is that the AFL-CIO teachers union—despite all the hubbub and brick pounding—has not done so well in academic circles.

**"Bright New Saddle"**

"Back about 1960 the AFT had some 50,000 members. Then came Walter Reuther and his AFL-CIO Industrial Union Dept. They sent in organizers. They put a steady staff into New York. They revamped the AFT's Chicago office. They put militant little Charley Cogen in a bright new saddle. Since 1961 they have poured in $1.1 million. They did right well in New York where it is impossible not to do right well on the labor front.

"They enrolled some 49,000 members. And when they had the original membership and the newcomers all totaled up across the land, they found they had 140,000. This meant that outside of New York they had picked up about 40,000 dues payers.

"AND THE AFT TOTALED its contract and found the other day that it has pacts in 41 school districts. Not much compared with the 1,336 exclusive NEA contracts covering 650,000 certificated teachers in 45 states. Thus the so-called militant teachers who now are striking regularly under the AFT leadership have 3 per cent of the exclusive bargaining contracts compared with the 93.7 per cent negotiated by the 100-year-old NEA.

"The so-called old lady of the teaching business turns out to be a mighty spry chick. It has not gone to pot with flower power. When the AFT teachers began moving, there was parallel NEA action. The Washington-based association—housed in a big block-long structure and employing about 1,000 staffers—began collective bargaining five years ago. These pacts are negotiated by officials of the NEA's 8,000 local affiliates in 56 state units.

"THEY CAN GET TOUGH, too, although they don't hit the bricks. In Florida early in June, for example, the Education Association voted $100,000 for a campaign to warn industry from moving into the state until the authorities met the teachers' demands. I was in Tallahassee then and inquired to see if they were serious. They certainly were—and are. In Washington the other day I was told that the Florida Education Association still surveyed the state to learn where the big companies were looking for location sites, and then devised strategy for constant contact with the corporations.

" 'We've contacted such firms as IBM, Union Carbide, etc.' said a spokesman, 'with telegrams, letters and personal messages to stay out of the state.'

"The NEA makes no fetish of militancy, however. Under its current president, Braulio Alonso, a Tampa, Fla., high school principal on leave, the huge organization runs a vast enterprise made up of 17 headquarters divisions, 33 departments, one institute, and 25 commissions and committees. It's a professional organization such as the American Medical Association. And it has no more intention of yielding to the strike-happy unionists than the doctors have of throwing away their stethoscopes and loops.

"SO THE STRUGGLE GOES. Blackboard power will mean—eventually—terrific influence over the nation's youth. There is the real issue."

# NEA Fund Aids Kansas Retirement Court Case

"Your loyal support in this long and difficult case proves that the city, state, and national organizations really back up the teachers when help is needed," three Kansas teachers said after accepting an out-of-court settlement in which they received full payment as agreed upon by the board of education. Financial help given the teachers by the NEA came from the Association's DuShane Fund for Teacher Rights.

Although in Kansas the mandatory retirement age set by state law was 70, the Wichita Board of Education in 1966 adopted a policy providing for lowering the mandatory retirement age of all Wichita teachers to 65 years. This change would take place over a three-year period and some teachers would be allowed to teach until 70 with annual board approval.

### Denied Reemployment

In April 1966 three teachers, ages 67, 68, and 69, who had been denied reemployment under the new board policy, petitioned the Wichita City Teachers Association for assistance in carrying their case to court if necessary. The local association, Kansas State Teachers Association, and NEA agreed to share the cost of the teacher retirement case.

In September 1966 the Wichita public schools policy was ruled invalid by the Sedgwick County District Court Judge. Motion for a new trial by the school board was subsequently denied, leaving the way clear for an appeal to the Kansas Supreme Court to determine the legality of the Wichita policy. In the meantime, the 1967 Kansas legislature passed a law limiting teacher tenure to age 65.

This past August the three teachers agreed to settle out of court with payments based on the salary they would have received in 1966-67 had they been allowed to teach.

**NEA DuSHANE FUND FOR TEACHER RIGHTS**

**The NEA DuShane Fund for Teacher Rights provides money for legal costs, subsistence loans, and other emergency needs of teachers. Contributions are tax deductible.**

TO: National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

**YES, I pledge my support to the protection of teacher rights.**

Enclosed is my check or money order for $10 to help build up the NEA DuShane Fund for Teacher Rights.

Make checks payable to "National Education Association."

Name _____

Street _____

City, State, and Zip Code _____

_____ _____

Please credit my contribution to the state of _____

*Cut here and mail*

# FORT WAYNE . . .

(Continued from page 1)

The sanction action goes back to September 6, 1966, when a series of local sanctions were invoked; state sanctions were levied February 9, 1967. Teachers and prospective teachers were advised not to accept positions or assignments in the Fort Wayne school system, pending a settlement of "a serious teacher-school board conflict."

A special committee, jointly sponsored by NEA and ISTA, conducted an investigation in Fort Wayne in December 1966 and January 1967. The committee issued a formal report on April 26, 1967, containing both immediate and long-range recommendations for action by the community and the parties involved in the conflict.

### Standby Authority

On July 8, the NEA Executive Committee voted standby authority to the NEA president and executive secretary to invoke national sanctions against the Fort Wayne public schools, should conditions worsen there.

A breakthrough came when the Fort Wayne Board of School Trustees was reorganized July 1, 1967, with two new appointees and a new president of the board. The new president immediately reopened discussions with FWTA representatives on the disputed issues. The new board and FWTA also agreed to dissolve all litigation that had arisen out of the conflict.

# Press for Teacher Self-Government, Delegates Urged at World Meeting

WCOTP President Sir Ronald Gould urged teachers to press on toward self-government "despite differences, handicaps, and setbacks" when he addressed delegates from 61 nations attending the 16th Annual Delegate Assembly this summer. The meeting was held by the World Confederation of Organizations of the Teaching Profession in Vancouver, Canada.

Nowhere in the world has teacher self-government been achieved, Sir Ronald said, adding that he believes that teachers in most countries are ready for it.

"We should therefore state unequivocally," he said, "that we want self-government for our own sakes and for the sake of the service. Our difficulty will be to persuade governments that we will play fair, that we will never allow self-interest to make us socially irresponsible, but this will sound hollow unless we act responsibly now and at all times."

Five hundred thirty-five delegates and observers from WCOTP and member and associate organizations and constituent federations attended. William G. Carr, who retired recently as NEA executive secretary, is WCOTP secretary-general.

The membership of WCOTP increased to 151 this year with the admission of six national organizations from Barbados, France, Greece, Iraq, Ireland, and New Zealand.

The 10-day meeting was concluded with the introduction to the 1968 theme, "Education and Human Rights," presented by Dr. Carr. WCOTP will observe the 20th Anniversary of the Universal Declaration of Human Rights at the 1968 Assembly to be held in Ireland next July.

# BOOK LIST . . .

(Continued from page 5)

**107. THE CULTURALLY DEPRIVED CHILD** by Frank Reissman. Children of culturally deprived families are taught by middle-class teachers in public schools managed predominately by school boards drawn from society's upper class. The American principle of equality is denied these children, Professor Reissman warns.
**P $3.95 M $2.75**

**108. YOUTH:** The Years from Ten to Sixteen. by Arnold Gesell, M.D., Francis L. Ilg, M.D., Louise B. Ames, Ph.D., Gesell Institute of Child Development. This book is based upon first-hand studies of a selected group of normal adolescents. It traces the development of behavior in the home, school, and community.
**P $6.95 D $5.25 M $4.89**

**109. THE CHILD FROM FIVE TO TEN** by Arnold Gesell, M.D. and Francis L. Ilg, M.D. Each of the years in a child's life from five to ten have distinctive behavior characteristics. This book is invaluable to those who share in the responsibility for the welfare of children.
**P $6.95 D $5.25 M $4.89**

**110. PREDICTING READING FAILURE** by K. de Hirsch, J. Jansky, W. Langford. This book is the result of 20 years of clinical research. It discusses learning problems which have increasingly troubled educators and offers a specific diagnostic instrument for identifiying at preschool age those intelligent children who may run into academic difficulties later on.
**P $5.95 M $4.19**

**111. BOOKS AND THE TEENAGE READER** by G. Robert Carlsen. This work is sponsored by the *National Book Committee*. Mr. Carlsen is professor of English and Education at the State University of Iowa. In this book, he discusses ways teachers can encourage the habit of reading, and he presents a systematic analysis of the categories of books that teen-agers read.
**P $3.95 M $2.75**

**112. RED GIANTS AND WHITE DWARFS:** The Evolution of Stars, Planets and Life, by Robert Jastrow. The author is a young physicist experienced in explaining science to laymen on television. He has taught theoretical physics at Yale and Columbia, worked in nuclear physics at Berkeley and the Institute for Advanced Studies in Princeton and is now director of the Goddard Institute for Space Studies. Dr. Jastrow's book is a rarity: a clear, fresh, fascinating, authoritative discussion of the most fundamental and complex questions in the world—those dealing with the origins of the universe.
**P $4.95 M $3.49**

**113. WILLIAM SHAKESPEARE: THE COMPLETE WORKS** edited by Charles Jasper Sisson. The most satisfactory and usable one-volume edition of Shakespeare's works in print.
**P $8.95 D $6.69 M $6.25**

**115. COMPARATIVE GUIDE TO AMERICAN COLLEGES** (new and enlarged edition) by James Cass and Max Birnbaum. This analytic handbook includes every accredited four-year college in the United States. Paperback.
**P $3.95 M $2.75**

**116. THE HISTORY OF THE UNITED STATES FLAG** by M. Quaife, M. Weig, and R. Appleman. This is the most complete history available, from the Revolution to the present. The book includes a guide to the flag's use and display. Many illustrations in color.
**P $5.95 M $4.19**

**117. ENCYCLOPEDIA OF AMERICAN HISTORY** by Richard B. Morris & Henry Steele Commager (updated and revised). This reference book has become a classic in its field.
**P $9.95 D $7.50 M $6.99**

**118. THE PUBLIC SPEAKER'S TREASURE CHEST** by H. V. Prochnow. A compendium of source material to make your speech sparkle. 1,069 jokes, 539 witticisms and epigrams, 233 amusing definitions, 109 famous lives, 1,313 quotations, 319 similes, 174 colorful phrases, 299 Bible quotations, 350 proverbs, plus directions on preparing and delivering an interesting speech.
**P $5.95 M $4.19**

**119. THE RETIREMENT HANDBOOK** (second revised and enlarged edition) by Joseph C. Buckley. Hundreds of ideas and suggestions on health and long life, managing money for retirement security, new careers in small business and farming, where to live in retirement, and more.
**P $5.95 M $4.19**

**120. DICTIONARY OF CLASSICAL MYTHOLOGY** by J. E. Zimmerman. Without a knowledge of mythology, a good deal of English literature remains incomprehensible—as does much painting, sculpture, design, crafts, astronomy and music. This book identifies and tells the stories of over 2,000 Greek and Roman mythological characters. Cross-referenced.
**P $4.95 M $3.49**

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I certify that the statements made by me above are correct and complete.

Mildred S. Fenner, *Editor*

# Florida Sanctions Placed in Abeyance As Governor Calls Legislative Session

## Resignations Held Off For Present

NEA and Florida Education Association sanctions in Florida were placed in abeyance last month after Gov. Claude Kirk agreed to call a special session of the state legislature to deal with ways of finding funds for Florida's financially starving schools. The governor's announcement came just four days before Florida teachers were to have gathered in the Tangerine Bowl to consider mass resignation.

NEA President Braulio Alonso announced on October 18 that the NEA Executive Committee had voted to suspend the sanctions temporarily. He described the agreement between FEA and the governor as "a victory for education in Florida."

Governor Kirk—who previously had said he would never allow a tax increase—said October 18 that the special session would deal with constitutional revision, education, and tax reform. He promised the session by mid-January or sooner.

The governor also said he would call for a report by his Commission on Quality Education by December. Earlier, he had said that report would be available in December 1968.

"I am ordering the commandeering of the full resources of the state in a total mobilization effort behind the Governor's Commission on Quality Education to accelerate its work," Governor Kirk announced. "This would mean involving the governor's office, the legislature, the FEA, the Florida Development Commission, Florida industry, the State Department of Education, the state superintendent, PTA's, local school boards, local teachers associations, including individual teachers," he said.

FEA President Dexter H. Hagman said his association was ready to cooperate fully with the Governor's Commission on Quality Education so that the legislature could get its report and meet soon. "We are confident that we can be an effective force behind the Commission to reach an early session on education," he said.

The NEA Executive Committee announced that NEA will hold its sanctions in abeyance "until the state legislature has had reasonable opportunity to take action based on the early availability of the report of the governor's special education study committee."

NEA President Alonso said that "the agreement reached in Florida today—and the way in which it was reached—highlight the extent to which

(See FLORIDA SANCTIONS, page 8)

### Sam M. Lambert Inaugural

**On October 20, Sam M. Lambert was formally inaugurated as the sixth executive secretary of the National Education Association. Highlights of the inaugural observance are reported on pages 4 and 5.**


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*Announcement in Florida*
**Governor Kirk (left) and FEA President Hagman**

## Radical Right Wing Attacks NEA Via Telephone Messages

NEA has recently been attacked by right-wing extremists through recorded telephone messages, the NEA Professional Rights and Responsibilities Commission reported to the NEA Board of Directors last month.

The right-wing messages were delivered via "Let Freedom Ring," a recorded telephone program that can be heard by anyone who dials the number in some 113 U.S. cities and towns. Three week-long messages blasted NEA for alleged one-world, pro-Communist views, the PR&R Commission reported.

"Let Freedom Ring" is not known to be directly affiliated with the John Birch Society, the NEA Board was told, but it has been recommended by Birch Society leaders and was created by a man identified as a Bircher by the Anti-Defamation League.

The "Let Freedom Ring" attacks on NEA were preceded by similar ones against U.S. Presidents Eisenhower, Kennedy, and Johnson; the State Department; the Supreme Court; the UN; the National Council of Churches; the American Civil Liberties Union; the American Legion; and many other groups, the PR&R Commission said. One of its messages once called for the impeachment of John F. Kennedy.

Members of the NEA Board of Directors were urged to contact their local telephone companies to protest this use of services. Organizations have protested to the American Telephone and Telegraph Company in the past. As a result, the company now requires the name and address of subscribers to recorded-message service. Complaints

(See RIGHT WING, page 2)

## Five Appointments To Staff Okayed; New Divisions Set

### *Lumley, Sullivan Get Cabinet Posts; McLernon, Kleinmann, Flanigan Given New Responsibilities in NEA*

On October 20, the NEA Executive Committee approved five NEA staff appointments and the creation of two new divisions. Following the recommendations of NEA Executive Secretary Sam M. Lambert, the Executive Committee approved the naming of:

- John M. Lumley, director of the NEA Division of Federal Relations, as NEA assistant executive secretary for legislation and federal relations (see photo on page 2)
- John D. Sullivan, now NEA New England representative, to become NEA assistant executive secretary for information services on December 1
- Thomas J. McLernon, NEA East Coast representative, as director of the newly created Division of Field Services
- Jack H. Kleinmann, director of the NEA Special Services Division, as associate executive secretary and executive secretary-designate, NEA Commission on Professional Rights and Responsibilities
- Jean M. Flanigan, assistant director of the NEA Research Division, to become NEA director of the budget (a new post in the office of the executive secretary) on December 1.

**John D. Sullivan**
*Named to Cabinet Post*

In addition to the Division of Field Services, the Executive Committee approved establishment of an NEA Division of Data Processing. The director of that division has not yet been named.

Dr. Lumley, the new assistant executive secretary for legislation and federal relations, is a former teacher and superintendent, and has served as chief deputy superintendent for the Commonwealth of Pennsylvania. A 10-year NEA staff veteran, he is also a past president of the Pennsylvania State Education Association.

Dr. Sullivan, who will become assistant executive secretary for information services, has been a teacher in the Boston public schools and a guidance director in Walpole, Massachusetts. At 38, he will be the youngest NEA cabinet-level staff member.

Mr. McLernon, the first director of the Field Services Division, has served NEA as assistant director of its Division of Adult Education Services and has been a professor and lecturer at several colleges in the United States and abroad. He is a former teacher and administrator in New York schools.

Dr. Kleinmann, who will become executive secretary of the PR&R Commission upon the retirement of Richard B. Kennan in August 1968, is the author of several publications on education and was director of NEA's school evaluation project, "Profiles in Excellence." He has been an administrative assistant in White Plains, New York, public schools and at Teachers College, Columbia University.

Mrs. Flanigan, who will become NEA director of the budget, is an authority on public school finance, having directed several NEA studies on school budgets and school statistics in her 12 years with the NEA Research Division. Co-author of *Financing the Public School, 1960-1970*, she previously worked in research for the Commonwealth of Pennsylvania.

# National TEPS Commission Plans Eight Regional Meets On 'Teacher and His Staff'

The National Commission on Teacher Education and Professional Standards and its state and local affiliates will open the first of eight regional conferences in their 1967-68 biennial series on December 8 in Charleston, South Carolina. The two-day conferences, on the theme, "The Teacher and His Staff," will be the culminating activity in the commission's Year of the Non-Conference.

More than 3,000 are expected to attend the meetings, which will be organized to simulate a flexible school schedule. Activities will include speeches, small group discussion, and independent study. In addition, vignettes will be presented by representatives of schools that have been participating as YOTNC demonstration centers. The centers feature such educational innovations as nongraded programs, team teaching, computer-assisted instruction, National Teacher Corps projects, Job Corps projects, flexible scheduling, and use of teacher aides.

Following the Charleston conference, others will be held in Seattle (December 15-16); Hartford, Conn. (January 8-9); Indianapolis (January 15-16); Kansas City, Mo. (January 19-20); San Antonio, Tex. (January 26-27); Baltimore (January 29-30); and Los Angeles (February 2-3).

Attendance at the conferences is by invitation only. Information is available from state education associations and from the National TEPS Commission at NEA Center.

## More Than 200 School Centers Open to Visitors

More than 200 demonstration centers open for visits by educators throughout the current school year have been listed by the National Commission on Teacher Education and Professional Standards. Chosen as examples of a variety of teaching innovations, such as team teaching and computer-assisted instruction, the centers are described in a new TEPS book, *The Teacher and His Staff: Selected Demonstration Centers*. The book is available from the National TEPS Commission, NEA Center.

The centers, located throughout the nation and in Canada, Guatemala, and Japan, will also welcome correspondence from educators interested in their programs.

A grant from the 3M Company, through its Visual Products Division, provided funds for publishing the listing.

## NEA Mutual Fund Continues Growth

As of October 27, the NEA Mutual Fund had total assets of $9,108,600. The net asset value per share was $11.70 and the offering price was $11.94. The number of shareholders on the same date was 7,495.

For a free copy of the latest version of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

## *Filmstrip Tells About NEA Special Services*

"A Plan for Your Future," a 13-minute filmstrip for teachers and prospective teachers, is being made available to local education associations by the NEA Special Services Division. The complimentary filmstrip tells about NEA's two insurance plans, its annuity plan, and the NEA Mutual Fund.

Details about these programs are available from the Special Services Division at NEA Center.

**Congressman Maps Federal Aid for His District**

School officials in Michigan's Seventh Congressional District are using a guide to federal education programs prepared by the staff of Rep. **Donald W. Riegle, Jr.** (right), shown presenting a copy to **John M. Lumley,** NEA assistant executive secretary for legislation and federal relations. The Flint Republican, serving his freshman term in the House, said the 85-page reference manual was prepared in response to many inquiries from local education officials and is geared to major programs for which Flint area schools are eligible. "We have distributed this manual to all community education officials in my Congressional district and have provided close personal counseling and follow-up," Mr. Riegle said.

## Rapid Pace of Innovation Stressed At Arkansas Instructional Sessions

The rapid pace at which innovation is coming in education was stressed by major speakers at the NEA Regional Conference on Instruction in mid-October in Hot Springs, Arkansas. They pointed out the necessity for improved human relations and human understanding on the part of school people at all levels in initiating and dealing with innovation.

About 400 participants from Louisiana, Texas, and Arkansas attended the three-day meeting. In addition to hearing the speakers discuss the conference theme, "Our Responsibility in Initiating Change," they took part in group discussion meetings and clinics, exchanging ideas and talking about problems.

A recurrent theme in the conference speeches was the necessity for developing openness and flexibility in students and for creating the kind of atmosphere in the school and classroom where such traits can be strengthened. The speakers pointed out that to do this, teachers and administrators must be open and flexible themselves. Good mental health, in which one fully understands one's self and has a healthy attitude toward other faculty members, students, and the community, was cited as essential if teachers and administrators are to function successfully in an era of change.

Four of the major speakers were George Brain, Washington State University; H. Gerthon Morgan, University of Maryland; Clara E. Cockerille, Westminster (Pa.) College; and Robert E. Bills, University of Alabama.

**NEA Educational Finance Committee Looks to Dallas Conference**

The NEA Committee on Educational Finance met last month in Washington, D.C., to plan the Eleventh National Conference on School Finance, scheduled for March 31-April 2 in Dallas, Texas. The committee also planned a program of studies including a project of program budgeting for education and the preparation of a brief pamphlet on the answers to questions most frequently asked about the school budget process. In one of the sessions above are (left to right) **John Matthews,** classroom teacher, Billings, Mont.; **John Hindman,** classroom teacher, Casa Grande, Ariz.; **William McLure,** director, Bureau of Educational Research, College of Education, University of Illinois, Urbana; **Carl Bair, Jr.,** executive secretary, Palm Beach County (Florida) CTA; **Eugene P. McLoone,** associate professor of education, University of Maryland, who is a consultant to the committee; and **Jean M. Flanigan,** assistant director, NEA Research Division, who is NEA headquarters contact for the committee. Mrs. Flanigan becomes NEA director of the budget December 1. She was in charge of the meeting in the absence of the chairman, William D. Firman, assistant commissioner for research and education, New York State Department of Education. The committee also announced that copies of *The Challenge of Change in School Finance*, the report of its 1966 conference, are available from NEA Publication Sales at $3 per copy.

## *Right Wing Attacks NEA . . .*

(Continued from page 1)

to the Federal Communications Commission have had little results, reportedly because the "Let Freedom Ring" messages allegedly do not involve interstate commerce.

The NEA Board of Directors asked that NEA lawyers explore the possibility of legal action against "Let Freedom Ring." Additional information about "Let Freedom Ring" is available from the NEA PR&R Commission.

## Full-Scale Investigation Set In DeKalb County, Georgia

NEA's Commission on Professional Rights and Responsibilities last month authorized a full-scale investigation centering on personnel practices in the public schools of DeKalb County, Georgia. The investigation, which follows a preliminary inquiry made in September, has the approval of the executive board of the Georgia Education Association and of the Board of Directors of the Georgia Department of Classroom Teachers.

NEA Executive Secretary Sam M. Lambert cited the DeKalb investigation as an example of NEA's concern "with the welfare of both teachers and children, including the conditions under which the teaching-learning process is carried on."

# Two Interns Working at NEA Center

Twenty-one educators are participating this year in the Washington Internships in Education program in the nation's capital. Two of these are assigned to NEA Center.

The program, begun in 1964 with a grant from the Fund for the Advancement of Education, has been given additional support for the next three years from a $634,500 Ford Foundation grant. The program enables potential education leaders to spend a year in Washington, observing and working in public and private agencies which help shape national education policy. Under the new grant, the number of internships has been expanded from 12 to 20 a year.

### Interns' Duties

Robert Jones, who is also in Washington this year as a Ford Foundation Leadership Fellow, is an intern with the NEA Department of Rural Education. Mr. Jones, who was superintendent of schools in Sherman Mills, Maine, is participating in many of the department's conference and service activities and visiting small school improvement projects in several states.

Clinton Wallington, formerly an assistant director of the Special Media Institute of the University of Southern California, is a Washington intern with the NEA Department of Audiovisual Instruction. Among his duties with the department are research and development activities related to professional education of media personnel, role and education of media paraprofessionals, evaluation of instructional resources, and impact of the instructional system concept.

## Microteaching Clinic Planned at Stanford

Demonstrations and evaluation and critique sessions will be featured in a three-day clinic on microteaching this fall at Stanford University. The clinic will be sponsored November 13-15 by the university and the Association for Student Teaching, which only recently moved its national headquarters from Cedar Falls, Iowa, to NEA Center.

**NEA REPORTER**

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* * * *

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## PUBLICATIONS SPECIAL FOR NEA MEMBERS

This train is carrying a 20 percent discount on single copies of more than 100 NEA publications for NEA and Student NEA members. It appears on page 53, the first page of an eight-page feature in the November issue of the *NEA Journal*. The feature describes publications available at this discount price and contains an order form that must accompany all orders. The November *Journal* is now in the mail to all members.

# Late News Items

## New Mexico Urged To Revamp School Aid

Disparities of educational opportunity among school districts in New Mexico will continue until the state revamps its school aid program, a joint NEA-New Mexico Education Association study committee announced last month. The state must provide an adequate educational program level below which no school district may fall, must build in factors to measure accurately local tax effort and diverse school district requirements, and then must reflect such measurements in the allocation of aid, the committee said.

The PR&R study committee also called for a three-phase financial improvement program and for the development of unified and effective state leadership. Specifically, it urged that the state board of education become the dominant statewide voice for public education.

## Ohio Local Association Defeats Union

The Cleveland Heights-University Heights (Ohio) Teachers Association defeated a teachers union 429 to 167 in a representation election last month. Three votes were cast for no representation.

## Lancaster, Ohio, Teachers Back in School

Teachers in Lancaster, Ohio, are back in the classroom this month following a two-day strike in mid-October. The Lancaster Classroom Teachers Association has charged the board of education with refusing to negotiate a salary adjustment mandated by the Ohio legislature. At press time, the situation was still unresolved.

## Withdrawal of Services Begun in Milwaukee

The Milwaukee Teachers Education Association last month announced a limited withdrawal of services. The action came after the Milwaukee school board ignored a $16 million proposal of the teachers and accepted a $2.5 million package instead. The present MTEA-board contract expires December 31.

## Connecticut Negotiation Law Proves Potent

The potential of Connecticut's new law establishing teachers' right to negotiate with boards of education was demonstrated this fall as contracts were signed in Groton and in Norwalk between NEA affiliates there and the school boards. In Groton, the local education association and the board negotiated ten months and came up in September with a contract including $38,000 more money for the schools. Following this precedent, teachers in Norwalk won a strong contract in early October.

## Human Rights Hearings Set by Task Force

The NEA Task Force on Human Rights will hold open hearings in five cities between now and the end of December to find out about abridgements of human rights as related to education and to hear suggestions on what action NEA can take to prevent such abridgements. Following the hearings, the task force will make recommendations to the NEA Executive Committee concerning ways in which NEA activities in this area can be strengthened and expanded.

The hearings will be held in Detroit (November 18-19); in Jackson, Mississippi (November 25-26); in Los Angeles (November 25-26); in Santa Fe, New Mexico (November 27-28); and in Atlanta (December 27-28).

Individuals or groups wishing to testify at the hearings may contact Wade Wilson, chairman of the Human Rights Task Force, NEA Professional Rights and Responsibilities Commission, NEA Center.

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Florida Public Schools* |
| • Maryland State Teachers Association | Baltimore City Public Schools |
| • National Education Association | Baltimore City Public Schools |
| • National Education Association | Florida Public Schools* |
| • New Jersey Education Association | Jersey City Public Schools |
| • Ohio Education Association | Struthers Public Schools |
| • Pennsylvania Education Association | West Mifflin School District |
| • Vermont Education Association | Fletcher Public Schools |
| • Washington Education Association | Mt. Vernon School District |

* On October 18, the NEA Executive Committee, in cooperation with the Florida Education Association, agreed to place in abeyance the sanctions against the Florida public schools until the state legislature has had an opportunity to find ways to better finance the state's schools (see page 1).

## Intern Principals Learn on the Job Via New Project

One-hundred fifteen interns under the supervision of 50 cooperating universities are now involved in the Administrative Internship in Secondary School Improvement, sponsored by the National Association of Secondary School Principals. The project, partly supported by the Ford Foundation, is designed to give future principals a year's experience working alongside principals in outstanding junior and senior high schools throughout the country.

J. Lloyd Trump, associate secretary of NASSP and director of the NEA department's Internship Project, reports that universities and school systems have found the administrative internship to be "an ideal vehicle for the development and support of innovative practices in schools."

Associate directors of the project are: J. Paul Anderson, associate professor of education, University of Maryland; William Georgiades, professor of education, University of Southern California; Terrance E. Hatch, professor of education, Utah State University; and Melvin P. Heller, associate professor of education, Loyola University, Chicago.

## Elementary Principals Identify Major Issues

Identification of problems and issues facing elementary school principals today was one of the topics considered by 20 principals from across the nation when they attended orientation sessions September 28 and 29 at NEA Center. They had recently been elected to three-year terms as state representatives from their respective state associations to the NEA Department of Elementary School Principals.

The orientation meeting was also held to define the role of the state representative, to provide background information about NEA and DESP and information about publications and services of DESP, and to get ideas and suggestions that would be helpful to state representatives in their work with their state and local associations and the national department.

### Higher Education Theme Set

"Stress: Campus Response" will be the theme of the Twenty-Third Annual National Conference on Higher Education, March 3-6, in Chicago. The annual meeting is sponsored by the American Association for Higher Education, an NEA department.

**Senator Edward W. Brooke** told those attending the inaugural of Sam M. Lambert that developing a superior educational system may be more important than success in Vietnam or placing a man on the moon.

**UCLA Dean John I. Goodlad** presented NEA with a challenge: to help in finding out how human beings and the computer are to live together productively in tomorrow's learning-teaching environment.

Members of a panel reacted to U.S. Commissioner of Education Harold Howe II, who presented "Some Hard Questions for NEA." Panelists above (left to right) are **Frederick L. Hipp,** executive secretary, New Jersey Education Association; **Irvamae Applegate,** NEA immediate past president; **William H. Curtis,** president, American Association of School Administrators; and **Helen Bain,** a member of the NEA Executive Committee. Not shown in this photo is the fifth panelist, Ruth Mancuso, president, National School Boards Association.

"The Jungle," a film dramatizing the problems of education in the big city, was shown during the inaugural ceremonies. Don Bushnell, vice-president and director of research and development, Brooks Foundation, introduced the film, which was made by a group of Philadelphia boys. Following the showing of the film, **NEA President Braulio Alonso** (right) introduced two of the young film-makers to the audience. Left to right, they are **Jimmy (Country) Robinson** and **David (Bat) Williams.** Nat'l Educ. Assn. photos (Salisbury)

# Sam M. Lambert I
# Held in Honor of t

## More Than 1,000 Take Part In Observance Highlighted by Speeches, Panelists, Reception

Sam M. Lambert was formally inaugurated as the sixth executive secretary of the National Education Association in ceremonies in Washington, D.C., October 20. More than a thousand educators, legislative leaders, federal and state officials, urban executives, and citizens group representatives attended a daytime seminar and an evening program and reception in honor of the occasion.

Dr. Lambert was named to the NEA top post last March and assumed office August 1, succeeding William G. Carr.

In his evening inaugural address, Dr. Lambert looked to the Association's future, predicting that membership will exceed two million within 10 years. "We are already four times as large as any other professional organization in this country," he said. "Within a few years we will be six or seven times as large."

Dr. Lambert asserted that NEA, "beginning now," is going to put its power and influence to work for the things that are most important.

He outlined for the audience at Washington's Statler-Hilton Hotel what some of these important things are:

"NEA will become a stronger and more influential advocate of social changes long overdue.

"NEA will be unrelenting in seeking a better economic break for teachers in this affluent society.

"NEA will become a political power second to no other special interest group.

"NEA will insist that the profession at all levels have a voice in the formulation of education policy, in curriculum change, and in educational planning.

"Through its research, it will continue to serve as a sounding board for teacher opinion and as a voice for the teachers on every important issue.

"NEA will have more and more to say about how a teacher is educated, whether he should be admitted to the profession, and depending on his behavior and ability, whether he should stay in the profession.

"NEA will expand and improve its program of economic benefits of membership.

"NEA will continue to defend and protect any teacher, principal, or superintendent in this country whose civil and professional rights are being challenged or denied.

"And, finally, NEA will organize this profession from top to bottom into logical operational units that can move swiftly and effectively and with power unmatched by any other organized group."

Dr. Lambert also outlined some of the major education problems that face the nation today, including change, educational bureaucracy, efficient use of buildings and facilities, and education in the big cities. Speaking of the last of these, he pointed out that NEA is creating a high-level task force to study big-city education, to find some solutions, and to recommend a course of action for the organized profession.

He also discussed the federal role in financing education, noting that NEA has backed ESEA, NDEA, and other federal support programs, and will continue to back and help improve these programs.

(See SAM M. LAMBERT, page 8, column 3)

## Commissioner Howe Asks Probing Questions of NEA

U.S. Commissioner of Education Harold Howe II came to the inaugural of Sam M. Lambert with a series of questions for NEA. First of all, he asked, are teachers organizations willing to accept and encourage seniority provisions that will help get the best teachers into the central-city schools where the disadvantaged children are?

When we look at our central-city schools, the Commissioner said, we find a high turnover of teachers, a smaller proportion of fully certified teachers, and a considerably smaller proportion of teachers on tenure and teachers with extensive service. The children with the greatest need should be getting the best services from the best teachers, he said.

Secondly, he said, is the teaching profession addressing itself to the responsible use of its new militancy? "If the new militancy is going to lead to greater areas of responsibility for the teaching profession in the schools . . . then it seems to me that teachers need perhaps to address themselves to the question of how they prepare themselves to accept those kinds of responsibilities they are asking for. Does teacher training continue in exactly the same way as it has, or does it make some adjustment because of the fact that teachers want to take on new responsibilities? Does in-service training take on any new aspects for that reason?

"Thirdly," he said, "I raise the question of the extent to which the organized teaching profession is encouraging an experimentation with new approaches to teacher training and teacher certification."

The Commissioner also asked:

- How can we connect the teacher to the home, particularly in areas where poor families are concentrated so that teachers and parents working together can reinforce what the schools are trying to accomplish?
- How can we get the teaching profession to develop a hierarchy within its ranks? How can the profession be encouraged to adapt the best aspects of the system that obtains in colleges and universities, where the strongest teachers receive larger responsibilities and larger rewards?
- What is NEA doing to get its members ready for the schools of the year 2000?
- Can NEA expect to maintain a broad representation of all education interests under its umbrella as its teacher-oriented interests grow more and more militant?

# Sam M. Lambert Inauguration Ceremo Held in Honor of the Sixth Executive S

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**Sam M. Lambert**
*Sixth NEA Executive Secretary*

## New Teacher Militancy Is Prelude of Bright Future, Stinnett Says at Inaugural

"The current turmoil in teaching, the exhibitions of teacher aggressiveness and militancy, as disturbing as it all may seem to some, are but the preludes to the relevancy of tomorrow. The current scene is but the analogy of a dark and fearsome storm, the precise harbinger of a clear and exhilarating future for the teaching profession."

T. M. Stinnett, former NEA assistant executive secretary for professional development and welfare, phrased his assessment of American education in these words during the inaugural ceremonies October 20. "The storm will pass," Dr. Stinnett said. "In its aftermath will come the life-giving freshness of rarified air and the bright sunshine of a new world of education."

Dr. Stinnett, who is now visiting professor of education, Graduate College, Texas A&M University, told the audience at NEA Center that teachers are now "the largest single specialized occupational group in American life. There is wrapped up in that assertion a power to move education forward—a power so vast as to stagger the imagination.

"If politics is a dirty business," he added, "it is because of the indifference and default of those superbly equipped to make it not so. With the veritable life and death decisions of our nation now, as never before in the nation's history, at the very heart of the political process, the need for full participation of the professional mind is overpowering."

Dr. Stinnett discussed the successes and failures of American teachers and their organizations. The successes, he said, were many, and as a result of them, "in the United States today, education has gained the power to change society against the will of the politicians. It has become the key to economic progress and to the constant renewal of society. In other words, it is now master as well as servant, and this for the first time in human history."

Among the failures, he cited (1) the failure of the profession to exercise its inherent powers to gain the essential measure of control o the education program of schools; (2) the failure throu timidity to grasp the full prof sional role that could have b secured in the past; and (3) failure to ensure that new kno edge was infused into the prof sion.

When these failures are ov come, he said, a real change occur in the status of the teach The teacher will be "at the cen of a complex of professional he ers, aides, paraprofessionals, skil law people, all under the direct of a central teacher.

"Call this new role what y will," he said, "unit director, te leader, professional consultant— teacher's status will have b moved toward self-realization."

## Senator Br Speak Befo

### Massachusetts Urges More Fe

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# nauguration Ceremonies October 20
# he Sixth Executive Secretary of NEA

**Sam M. Lambert**
*Sixth NEA Executive Secretary*

## Senator Brooke, UCLA Dean Goodlad Speak Before NEA Inaugural Crowd

### Massachusetts Republican Urges More Federal Aid

Declaring that the development of a superior educational system may well be far more important than success in Vietnam or placing a man on the moon, Sen. Edward W. Brooke (R-Mass.) told those attending the inauguration of Sam M. Lambert that "it is time that the President, the relevant Cabinet officials, and leading members of the Congress cooperated with private organizations such as NEA in dramatizing the need for adequate funds for education, and in persuading the legislative branch to make such funds available."

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Senator Brooke said that "the foundation of our efforts to eliminate poverty in the United States and to restore the spirit and character of our great urban centers must be the development of a system of public education adequate for and responsive to the practical needs of twentieth-century Americans." And he pointed out that "the educational facilities of the nation are poorest precisely where they ought to be the best"—in the slums.

Senator Brooke saluted NEA "for its consistent record of standing for and working for the highest standards of excellence for teacher and pupil alike.

"The National Education Association has already made distinguished contributions to the cause of American education," he said. "But even your role has been small compared to the massive tasks which are still to be performed. Much, much more remains to be done. I know that you will respond to this challenge."

### Computer's Teaching Role Emphasized by Goodlad

John I. Goodlad told those attending the inaugural of Sam M. Lambert that NEA has an enormous challenge—"the challenge of helping us find out how human beings and machines are to live together productively in tomorrow's learning-teaching environment.

"By legitimatizing the computer as man's companion in a teaching program, it will be possible to work out who will do what and when in an environment influenced by the teaching profession," Dr. Goodlad, dean of the UCLA Graduate School of Education, told the audience. "If the computer is not legitimatized by the teaching profession, however," he said, "it will go its own way as went television."

Today's era of instruction—the era of human-based instruction—will be superseded by an era of man-computer interaction, Dr. Goodlad said. "There is no reason to believe that the computer will not come into the school building," he said. "We could equip every elementary school classroom in the United States with a computer at a cost of one billion dollars. If this amount were spread over a ten-year period, it certainly does not appear to be an outrageous figure.

"An important focal point for the teaching profession now is the humanization of the means of instruction," Dr. Goodlad said. Although the computer can do certain instructional tasks better than any human teacher, he said, "we must *not* make the human teacher a supervisor or coordinator of the computer or he will become its servant."

Looking farther ahead—to the 21st century—Dr. Goodlad predicted that by then "school, as we know it—whether egg crate or flexible space—will have been replaced by a diversified learning environment involving homes, parks, public buildings, museums, and guidance centers. It is quite conceivable that each community will have a learning center and that homes will contain an electronic console connecting to this central generating unit.

"The most controversial issues of the twenty-first century," Dr. Goodlad said, "will pertain to the ends and means of modifying human behavior and who shall determine them. The first educational questions will not be, 'What knowledge is of most worth?' but 'What kinds of human beings do we wish to produce?' The possibilities virtually defy our imagination."

## School Enterprise Now Enormous, DuBridge States

Financing the schools of America was the topic of the luncheon speech on the day of the inaugural of Sam M. Lambert. Lee A. DuBridge, president of the California Institute of Technology and a member of the President's Task Force on Education, reminded those attending of one "staggering fact which we must keep in mind: Education in America today is an enormous enterprise—so enormous, in fact, that of all our institutions and activities only the federal government itself exceeds it in size.

"We are spending on our schools (excluding our colleges)," Dr. DuBridge reminded the audience, "an average of $532 per year for each of the 50 million pupils enrolled. This means an average contribution of $360 a year for every employed person in the country.

"Even a very modest program of improving our schools would cost another $3 billion a year, or another $40 per employed person. Yet in the next few years we must surely double our school expenditures—adding another $300 to $400 a year per person.

"Thus," Dr. DuBridge said, "the perfectly valid dream of lifting the level of education throughout the country is a very costly one. . . . Only a vigorous and progressive and humane society can afford a good educational system; and only a society which has a good educational system can achieve vigor and growth and humanity. Which comes first—the hen or the egg?"

Dr. DuBridge answered that "the hen and the egg must grow up together. . . . We *have* a great society . . . with some serious defects; we have a great educational system—with some serious shortcomings. Curing the defects of the one will help mend the shortcomings of the other—and vice versa. Our schools and our society must march along together.

"If every school—if every teacher—could be authorized by the powers that be to ignore rigid lock-step curricular procedures and assignments, could be allowed to start where their children *are* and lead them through paths that they can understand, into contact with things that have meaning in their lives, would we not then find ways to close the gap between the various classes of students—rather than widen it?"

## New Teacher Militancy Is Prelude of Bright Future, Stinnett Says at Inaugural

"The current turmoil in teaching, the exhibitions of teacher aggressiveness and militancy, as disturbing as it all may seem to some, are but the preludes to the relevancy of tomorrow. The current scene is but the analogy of a dark and fearsome storm, the precise harbinger of a clear and exhilarating future for the teaching profession."

T. M. Stinnett, former NEA assistant executive secretary for professional development and welfare, phrased his assessment of American education in these words during the inaugural ceremonies October 20. "The storm will pass," Dr. Stinnett said. "In its aftermath will come the life-giving freshness of rarified air and the bright sunshine of a new world of education."

Dr. Stinnett, who is now visiting professor of education, Graduate College, Texas A&M University, told the audience at NEA Center that teachers are now "the largest single specialized occupational group in American life. There is wrapped up in that assertion a power to move education forward—a power so vast as to stagger the imagination.

"If politics is a dirty business," he added, "it is because of the indifference and default of those superbly equipped to make it not so. With the veritable life and death decisions of our nation now, as never before in the nation's history, at the very heart of the political process, the need for full participation of the professional mind is overpowering."

Dr. Stinnett discussed the successes and failures of American teachers and their organizations. The successes, he said, were many, and as a result of them, "in the United States today, education has gained the power to change society against the will of the politicians. It has become the key to economic progress and to the constant renewal of society. In other words, it is now master as well as servant, and this for the first time in human history."

Among the failures, he cited (1) the failure of the profession to exercise its inherent powers to gain the essential measure of control over the education program of the schools; (2) the failure through timidity to grasp the full professional role that could have been secured in the past; and (3) the failure to ensure that new knowledge was infused into the profession.

When these failures are overcome, he said, a real change will occur in the status of the teacher. The teacher will be "at the center of a complex of professional helpers, aides, paraprofessionals, skilled law people, all under the direction of a central teacher.

"Call this new role what you will," he said, "unit director, team leader, professional consultant—the teacher's status will have been moved toward self-realization."

# National Accreditation of Teacher Education Gets Strong Support from Findings of Study

The principle of national accreditation of teacher education received strong support in the first findings reported from an Evaluative Criteria Study being conducted by the American Association of Colleges for Teacher Education. AACTE has the responsibility, under the National Council for Accreditation of Teacher Education constitution, for studying and revising the standards.

Purposes of the AACTE study are to recommend appropriate changes in the present standards, to identify problem areas needing research, and to propose a plan for the continuous reappraisal of the revised standards for the accreditation of teacher education.

The initial findings are based on analysis and study of the opinions, ideas, suggestions, and criticisms of 1,548 participants in an opinionaire survey and 863 participants in five regional conferences held throughout the nation.

Approval for present NCATE procedures was given by roughly half of the study participants; another one-third gave partial approval with suggestions for modifications. The remainder either disapproved or gave no opinion.

### Evaluating the Product

Among other findings of the survey, there was substantial support for greater emphasis in the standards on evaluating the "product"—the graduates and prospective graduates of teacher education programs. Many participants in the survey said that institutions should be held responsible for developing ways to demonstrate the competence of their prospective graduates. This would mean, they said, that less attention would be given to institutional structure (organization and administration) for teacher education.

The Evaluative Criteria Study Committee expects to submit its recommendations to the AACTE Executive Committee by late 1969. Upon approval by this body, the recommendations will be transmitted to NCATE for action.

The study is under the direction of a representative national committee and AACTE associate secretary Karl Massanari.

## Urban Education Is Topic for Study at Teachers Sessions

"Urban Education: Problems, Implications, and Responsibilities for Classroom Teachers" will be the topic of this year's Classroom Teachers National Study Conference to be sponsored by NEA's Association of Classroom Teachers November 24-25 at NEA Center.

Approximately 55 classroom teachers from all parts of the country will meet to discuss the responsibility of classroom teachers and their professional organizations to initiate action programs that will improve educational opportunities for urban youth. Several other education-oriented organizations have been invited to send representatives to the conference.

In preparation for the conference, participants have been invited to visit the D.C. Model School Division, an experimental program to strengthen and update Washington's inner city schools. Conferees will talk with classroom teachers, administrators, and students as well as observe an example of extensive community action to improve urban schools.

### Participants Listed

Participants in the National Study Conference will be:

Ester Wilfong, Tacoma, Wash., *chairman;* Elayne C. Abnathy, Charleston, W.Va.; Robert R. Anderson, Torrington, Wyo.; Dennis L. Barnum, Fort Dodge, Iowa; Wayne Bledsoe, Fort Smith, Ark.; John R. Boggs, Denver, Colo.; Bill Caston, Jackson, Miss.; Jack Craig, Billings, Mont.; Janet Dean, Miami, Fla.; Charles F. Deubel, Freeport, N.Y.; Flora Domke, Frederica, Del.; Bruce P. Eckman, Portland, Oreg.; Ella Q. Forman, Phoenix, Ariz.; Ruth I. Foster, Des Moines, Iowa; Tommy G. Fulton, Midwest City, Okla.; Milo F. Gaul, St. Paul, Minn.; Eugene Green, Hartford, Conn.; Helen T. Hall, Salt Lake City, Utah; James A. Harris, Des Moines, Iowa; Arthur S. Hays, DeLand, Fla.; Clay Henderson, Lubbock, Tex.

Paul F. Ippolito, Newton, Mass.; M. Richard Jacobs, York, Pa.; Vernie Johnson, Topeka, Kan.; Helen Kovach, Fairport Harbor, Ohio; William R. McFarland, Mesa, Ariz.; Virginia S. Melton, Ferriday, La.; Dale O. Meyers, Rockford, Ill.; R. Louise Mingo, Pocatello, Idaho; Mary C. Nesbitt, Asheville, N.C.; Raymond T. O'Dell, Columbus, Ohio; Mary A. O'Malley, Passaic, N.J.; Charles C. Philipp, Riverdale, Md.; Verna L. Polk, Jackson, Miss.

Ralph Powell, Washington, D.C.; Barbara S. Reed, Atlanta, Ga.; Merton E. Ricker, Lisbon Falls, Me.; Jim A. Roady, Yakima, Wash.; Lithangia S. Robinson, Atlanta, Ga.; Martha Dell Sanders, Paducah, Ky.; Fred A. Skebba, Sheboygan, Wisc.; Jean Claire Smith, Belle Fourche, S.D.; Margaret B. Smith, Hampton, Va.; Ruth L. Southwick, Salem, Mass.; Carl R. Tenuta, Pontiac, Mich.; Ruth Trigg, Barrington, Ill.; Ronald C. Tuedt, Bismarck, N.D.

Frank A. Valdés, Las Vegas, Nev.; Pauline Van Eaton, Rock Island, Ill.; Paul J. Vennari, Beckley, W. Va.; Vernon Wagner, St. Louis, Mo.; Beth M. Wallace, Charlotte, N.C.; Erma Lee Williams, Kansas City, Mo.; Harry W. Wilson, Fort Worth, Tex.

## NEA Book Purchase Offer Draws Orders For Holiday Giving

Members' response to the special NEA book purchase offer announced in the October 20 NEA REPORTER has been excellent thus far, according to the Special Services Division. The offer includes book discounts ranging from 25 to 60 percent.

Additional copies of the October 20 REPORTER are available from the Special Services Division, NEA Center. Books should be ordered by December 10 if they are to arrive in time for the holiday season, division spokesmen pointed out.

## Coaches Fear Fall in Football Gate Receipts

The decrease in high school football gate receipts caused by professional football on television was a major point of discussion at the annual executive committee meeting of the National Council of State High School Coaches last month at NEA Center. Most high school budgets depend upon receipts from football games to cover other sports activities, including intramurals.

Although an act passed by Congress last March prohibits telecasting of professional football games on Friday nights and Saturday afternoons within 75 miles of a college or high school game, the coaches said this does not give sufficient protection. Most high schools open their season before the protection period begins on the second Friday in September, they pointed out. The coaches called for revisions to correct these and other problems.

Other topics discussed at the meeting were the establishment of a program to recognize outstanding athletes with high scholastic rank and appointment of a task force to develop a statement of competencies for a coaching minor in a college program.

The National Council of State High School Coaches is sponsored by the American Association for Health, Physical Education, and Recreation, an NEA department. It was organized to assist high school coaches associations in improving programs of professional service to members.

## Art Educators Work on a Problem: How To Communicate Values

Educators attending conferences held by the National Art Education Association recently at NEA Center explored ways to communicate professional values of the art profession to various agencies, groups, and individuals not directly concerned with art education. In the photo at top right, Charles Flynn, assistant to the director of art education for Virginia, discusses a point with participants. The NAEA executive committee and board of directors also met recently.

During the first sessions of the NAEA meetings, the presidents of the state art education associations and the state directors of art education met under the direction of the National Training Laboratories Institutes for Applied Behavioral Science to develop procedures for working in groups later. In the photo below, Louis Rizzolo, past president of the Michigan Art Education Association, expresses his views during one of these sessions.

# CURRENT

What's Going On in TV, Radio, Press, and National Magazines

### Television

*(All times are Eastern)*

**American Profile—Fridays, NBC-TV, 10 P.M.** *November 17:* "The National Gallery of Art," a visit narrated by Robert Culp. *December 8:* "The Forgotten Peninsula," a visit to the unspoiled Baja California of Mexico, narrated by Joseph Wood Krutch, author and naturalist.

**Hemingway's Adventures of a Young Man—Saturday, November 18, NBC-TV, 7:30 P.M.** Motion picture based on 10 of the author's stories.

**Can You Hear Me?—Monday, November 27, ABC-TV, 9:30 P.M.** ABC News focuses on the problems of the deaf.

**Discovery—Sundays, ABC-TV, 11:30 A.M.** *December 3:* "When the Circus Comes to Town." *December 10:* "Spanish California." *December 17:* "The Great Cities: San Francisco."

**St. Joan—Monday, December 4, NBC-TV, 9 P.M.** Hallmark of Fame production of the G. B. Shaw play about Joan of Arc.

**1967 National Drivers' Test—Tuesday, December 5, CBS-TV, 10 P.M.** Will test viewers' knowledge of driving, especially hazards and skills of winter driving.

**Aladdin—Wednesday, December 6, CBS-TV, 7:30 P.M.** A new musical production by the Prince Street Players.

**A Charlie Brown Christmas—Sunday, December 10, CBS-TV, 7:30 P.M.** The meaning of Christmas is presented through the cartoon characters of the Peanuts comic strip. (Repeat)

**Winged World—Monday, December 11, CBS-TV, 7:30 P.M.** Second National Geographic Society special looks at exotic birds the world over.

### Radio

*(All times are Eastern)*

**"How Important Is Safety Education?" —Sunday, November 12, NBC Radio, 11:05 A.M.** Discussion with National Safety Council President Howard Pyle.

**Classroom U.S.A.: At Issue—Vietnam —Thursday, December 7, CBS-Radio, 2:10 P.M.** High school students in classrooms in Charlotte, N.C., New York City, and Winnetka, Ill., discuss U.S. involvement in Vietnam with Vice-President Humphrey via a special hookup (National feedback for a subsequent broadcast is requested of teachers by the CBS Radio Network, 51 West 52nd Street, New York, N.Y. 10019.)

### Magazines

*(November issues)*

**Esquire**—"The Black Power Establishment," by William Worthy, includes an excerpt which outlines various Negroes in influential positions in the U.S. Also a list of Negro colleges.

**Glamour**—In College Corner section, collection of items includes new approaches to the arts on campus; thoughts on hippies; and recommended reading.

**Harper's**—"Easy Chair: The Happening on the Night of November 5" by John Fischer, member of the Editorial Policy Board of the Public Broadcast Laboratory of NET.

**Ladies Home Journal**—"Where To Get Bad Advice About College" says the high school counselor may be the worst source for college-bound students.

**Look Magazine** (*Oct. 31*)—"In Conscience I Must Break the Law," by Robert McAfee Brown, professor of religion at Stanford University, who is openly advising his students to evade the draft.

**Seventeen**—"Does High School Integration Really Work?" Report of a *Seventeen* survey.

**Woman's Day**—"The Wonderful World of Children's Museums" by Herbert and Marjorie Katz.

# Rural Education in an Urbanized Society Discussed at Sessions in Oklahoma City

**NEA Human Rights Award Winner**

**John W. Davis,** director of the Teacher Information and Security Program of the NAACP Legal Defense and Education Fund, is congratulated by **Mabel Mitchell,** chairman of the NEA Commission on Professional Rights and Responsibilities, upon his receiving an NEA Human Rights Award. The award was presented during a recent meeting of the commission in Washington, D.C. Also pictured are **Robert Turner** (left), vice-chairman of the PR&R Commission, and **Samuel Ethridge,** NEA PR&R associate secretary for human rights, who presented the award on behalf of the Committee on Civil and Human Rights of Educators. As chairman of the NEA National Commission for the Defense of Democracy Through Education in 1950-52, Dr. Davis was the first Negro to head an NEA commission.

## Over 600 Seek New Dimensions In Word 'Rural'

Three general areas of concern about educating children in a rural environment were explored last month by the more than 600 educators attending the annual joint conference of the NEA Department of Rural Education and the Division of County and Intermediate Unit Superintendents. The conference was held October 1-4 in Oklahoma City.

Conference participants were searching for new dimensions in the word *rural.* Their first area of concern was to identify the nature of the education task school personnel face, both with respect to what they want for all children and youth, and in terms of the realities faced in rural and small communities.

The second area was how to provide the needed educational programs. Clinics, special interest groups, films, and a general session presentation were used to explore various approaches to getting the job done.

The third area dealt with staffing—people to do the job. Implicit in this, they found, is the need to use staff more effectively, as well as to attract needed people for various types of responsibilities within the educational enterprise.

Rural areas "have fallen into the trap of using urban education as a norm," Glyn Morris, one of the conference speakers, told participants. Rural and urban education have been lumped together, he continued, because equality of opportunity has become an important American ideal. Dr. Morris—who is assistant superintendent in charge of curriculum, pupil personnel, and Title I, for the Board of Cooperative Educational Service in Lewis County, New York—said he was not suggesting forsaking the ideal of equal educational opportunity, but rather putting an emphasis on the natural differences in rural and urban education.

Another speaker, Kenneth Hansen, director of program development for the Education Commission of the States, and former director of the NEA Development Project, emphasized that "this new urbanization of our society means that inevitably and inexorably, we are all going to become alike, part of the mass of an urbanized society." We want to keep the differences between urban and rural education but enlarge educational opportunities for both groups, he told the conferees.

In one of the group sessions, William E. Bishop, superintendent of schools in Englewood, Colorado, listed four elements as essential for successful staff development—humanization, creativity and curiosity, individualization, and group process.

At the special banquet session, the final night of the conference, the 1967 National Distinguished Legislative Service Awards were presented to two state senators, D. Clinton Dominick of New York and A. M. Aiken, Jr., of Texas. This is the third year that the Rural Department has presented these awards to individual lawmakers.

## Junior College Faculty Association Seen Drawing Increasing Response

The National Faculty Association of Community and Junior Colleges—founded May 28, 1967, following a two-year nationwide study—is drawing an increasing response, its president, Alan Stratton, said this month. Mr. Stratton, social sciences professor at Miami-Dade Junior College in Miami, Florida, said that the new organization will remain flexible enough to allow it to meet the needs of its members as they see them.

At present, he explained, NFA is a special project of NEA. This means, he said, that NFA's formal relationships with the education profession have not yet been cemented. "Our organization is as flexible as a jackrabbit," he said. "Organizationally speaking, it can do what it must to properly represent two-year college faculties."

NFA's association with NEA is logical, he said, for two reasons. First, "we are all educators and this is a very good reason for a relationship with NEA." Even more important, though, he said, "is that our new association is able, because of this relationship, to call upon the massive resources of the most powerful professional organizations in the nation."

NFA's executive director, Robert Miner, presently on leave from Muskegon County (Michigan) Community College, points out that "NEA has made a firm commitment to represent higher education through its willingness to help our new organization. As a part of the unified profession, the future of NFA is very bright indeed."

The board of directors of NFA held their first meeting September 22-23 in Chicago. The agenda included planning for the first full year's operation of the new organization. "It will be an exciting year," one of the board members commented.

**1967-68 NEA Theme: "Commitment to Action"**

## Jet Hawaii Trips Open to Members During Summer

Seven low-cost chartered jet air trips to Hawaii are open to NEA members and their immediate families next summer through the NEA Division of Educational Travel. The two-week trips may be taken complete with accommodations, insurance, sightseeing, and tour-guide services, or without these services. Complete touring packages are priced from $447 (from Chicago); round-trip fare only is available from $270.50 (from Chicago). Comparably low rates are available for New York and Indianapolis departures.

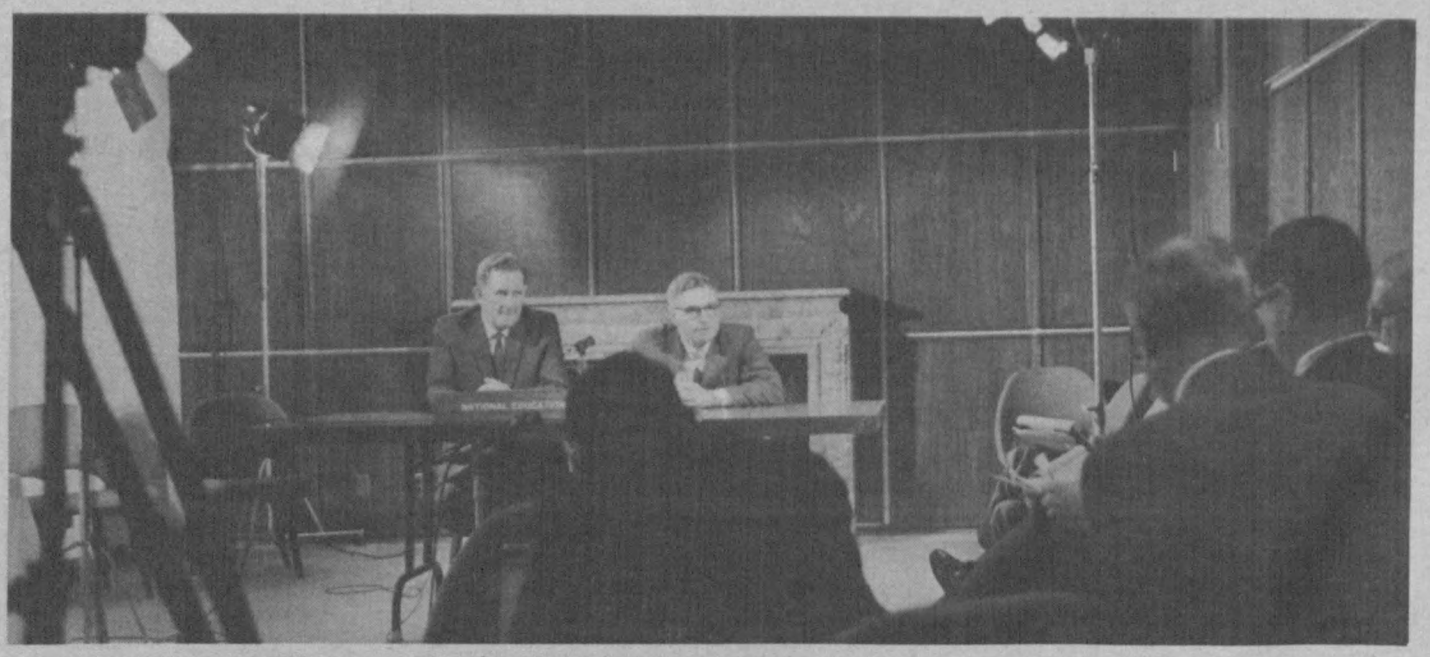
Tour departures are scheduled for June 30, July 14, and August 11 (from Chicago); July 7, July 21 and August 4 (from New York); and July 28 (from Indianapolis). Full information is available from the NEA Division of Educational Travel, NEA Center.

## Niagara Falls Teachers Defeat Union 542-425

The Niagara Falls (New York) Teachers Association, an affiliate of the New York State Teachers Association and of NEA, defeated a local teachers union in a representation election on October 24. The hotly contested election drew 542 votes for NFTA versus 425 votes for the union.

# NAMES IN THE NEWS

New chairman of the National Commission on Teacher Education and Professional Standards is **George Denemark,** who recently became dean of the College of Education, University of Kentucky. New chairman-elect of NCTEPS is **Dorothy Meyer,** English teacher at Wellesley (Mass.) Junior High School. She becomes chairman in August 1968 . . . Three new members who have accepted four-year appointments to the NEA Commission on Professional Rights and Responsibilities are **Hudson Barksdale,** classroom teacher, Mary Wright Elementary School, Spartanburg, South Carolina; **Lewis Clohan,** junior high school teacher, San Jose, California; and **Lou Virginia Graves,** elementary school teacher, St. Petersburg, Florida . . . **Gary D. Watts,** formerly NEA national field representative, has been appointed special assistant to the NEA executive secretary . . . **Paul E. Elicker,** 73, executive secretary of the National Association of Secondary School Principals from 1940 to 1959, died suddenly September 14 in Washington, D. C. . . . **Mary E. Titus,** who retired in 1962 as NEA consultant for local associations, has been appointed Area III volunteer vice-president of the National Retired Teachers Association . . . **Harry Fosdick,** public relations executive for the California Teachers Association, has taken over the newly created position of CTA assistant executive secretary for professional programs . . . **Joseph Stocker,** public relations director, Arizona Education Association, was recently elected to a two-year term as Southwest Region vice-president of the National School Public Relations Association. . . . Two members appointed by **President Johnson** recently to the new National Advisory Council on Education Professions Development are **Adron Doran,** president, Morehead (Ky.) State College, and a former chairman of the NEA Legislative Commission; and **Don Davies,** executive secretary, National Commission on Teacher Education and Professional Standards . . . **Jim Olivero,** also of NCTEPS, has been appointed by U.S. Commissioner of Education **Harold Howe II** to a special study council to advise him on the Education Professions Development Act . . . NEA President **Braulio Alonso** is touring Germany October 29 to November 12. Mr. Alonso is one of 50 Americans recommended by the U.S. Department of State to visit cultural and industrial centers to see what the German people have accomplished since the Marshall Plan. The tour is sponsored by the German government . . . **Lee Hicks,** former classroom teacher from Austin, has joined the professional field staff of the Texas State Teachers Association . . . **Wade Ellis,** a Ford Foundation consultant in Mexico, and **Izaak Wirzup,** associate professor, University of Chicago, and chairman of the NCTM International Mathematics Education Committee, represented the National Council of Teachers of Mathematics at Mexico's first National Congress on the Teaching of Mathematics held in late summer in Saltillo. Dr. Ellis and Dr. Wirzup gave major addresses during the conference. The congress brought together, for the first time in Mexican history, educators and mathematicians from all levels of instruction—primary through university. Participants focused on plans to modernize radically the country's obsolete mathematics education program. One result of the congress was the formation of the Mexican Association of Teachers of Mathematics . . . **David W. Beggs, III,** 36, associate professor, Indiana University, lost his life as the result of an automobile accident on September 16. Dr. Beggs was in his third year on a half-time basis as associate director of the Administrative Internship in Secondary School Improvement, a project sponsored by the National Association of Secondary School Principals . . . This summer **John Greene,** director of instruction for the Baton Rouge Public Schools, was chosen president-elect of the NEA Department of Elementary-Kindergarten-Nursery Education. He becomes president in 1968, succeeding this year's president, **Minnie Lee Rowland,** consultant in elementary education, Florida State Department of Education . . . **H. James Marshall,** who has been working on his doctorate, due to be completed this year at Pennsylvania State University, has been appointed assistant executive secretary of the National Art Education Association . . . New associate secretary with the Association for Supervision and Curriculum Development is **Norman V. Overly,** who was lecturer in education at Bucknell University and assistant coordinator of the Milton (Pa.) Project . . . **Rachel Bryant** and **Ross Merrick** of the American Association for Health, Physical Education, and Recreation, attended the first meeting of the new U.S. Collegiate Sports Council held this month in Washington, D.C. The council, of which AAHPER is a charter member, administers United States participation in athletic competitions of the International Federation of University Sports . . . **J. Pope Baird,** on temporary leave as assistant director of administration, transportation section, Florida State Department of Education, has joined the National Commission on Safety Education staff for a three-month period. He is assisting in a nationwide study of school bus safety undertaken by the commission under a grant from the National Highway Safety Bureau . . . **Margaret Knispel,** who was chairman, department of English, Beaverton (Oreg.) High School, is now assistant secretary of the National Commission on Teacher Education and Profesional Standards and assistant director of Student NEA-FTA. Also new on the Student NEA staff are **Mel Myler** and **Margaret Johnson,** staff assistants. Before coming to NCTEPS Mr. Myler was a student at California Western University and Miss Johnson, admissions counselor for the University of Cincinnati . . . **Ole Sand,** director of the Center for the Study of Instruction, has accepted an invitation to serve on the Instruction Center Consulting Board of the California Teachers Association. He will be spending one day a month with CTA . . . **Terry Hughes,** formerly with the Detroit Board of Education staff, is now a consultant for program development with the NEA Office of Field and Urban Services. He will assist NEA affiliates and units in developing proposals for projects that require private or federal funding . . . **Rupert Picott,** NEA national field representative, became national president of the Association for the Study of Negro Life and History during its annual convention last month in Greensboro, N. C. . . . At the request of **Vice-President Humphrey,** the NEA has granted a year's leave of absence to **George E. Arnstein,** director of the NEA*SEARCH program. He will join the staff of the President's Council on Youth Opportunity as deputy director for relations with private organizations.



**NEA Press Conference Deals with a Forward Step in Florida**

Cameras grind and note pads are scratched as newsmen interview NEA Executive Secretary Sam M. Lambert (left) and NEA President Braulio Alonso on the day sanctions in Florida were held in abeyance. President Alonso told the Washington, D.C., newsmen that the breakthrough was "a victory for education in Florida." The press conference was called just hours after Florida Governor Claude Kirk announced that he would call for an early session of the state legislature to consider the financial problems of Florida schools.

## *Florida Sanctions Placed in Abeyance . . .*

(Continued from page 1)

professional education associations will go, the effort they will expend, in resolving difficulties without extreme self-serving actions that would be harmful to the community."

Mr. Alonso praised Governor Kirk and the Florida Education Association for their continued efforts at negotiation despite "some very troubled times and pressures on every side." But he emphasized that he believed there was no doubt but that the state's teachers would have resigned en masse on October 23 if the governor had not called for an early session of the legislature.

He added that written resignations from more than 32,000 Florida teachers were still on file and might have to be used if the legislature does not provide reasonable funds for improvements in the quality of education in the state.

NEA sanctions have been in effect on the state of Florida since June 5, 1967. On July 21, the Executive Committee voted to stiffen the sanctions by advising the nation's leading corporations, banks, industrial organizations, financial press, and their executives of the deficiencies in the Florida public schools.

The stiffer sanctions were requested by FEA, which had imposed sanctions May 24 and stiffened them June 3.

The current Florida school crisis began in March 1965, at which time FEA urged the 1965 session of the state legislature to take steps to improve school conditions. When that legislature failed to act positively, FEA asked for an NEA investigation of state school conditions.

An NEA investigation was made by a committee set up by the NEA Professional Rights and Responsibilities Commission. The committee reported in March 1966 that politics and tax weaknesses were at the heart of the state's school troubles.

## *Sam M. Lambert Inaugurated . . .*

(Continued from page 4)

"Our big push in the future, however," he said, "will be for general aid—money that can be used for just about anything that is needed and with what is needed being decided by regularly constituted state and local education authorities."

Theme for the inaugural day was "Education for the Real World: A Philosophy, a Program, a Passion." Speakers during the day included T. M. Stinnett, former NEA assistant executive secretary for professional development and welfare; Sen. Edward W. Brooke (R-Mass.); Lee A. DuBridge, president of the California Institute of Technology; and John I. Goodlad, dean of the Graduate School of Education, University of California, Los Angeles. Their comments are reported on pages 4 and 5.

NEA President Braulio Alonso presided during the morning sessions of the inaugural observance. Elizabeth D. Koontz, NEA president-elect, presided over a luncheon session; and NEA Treasurer Lyman V. Ginger presided during the afternoon. Clarice L. Kline, chairman of the NEA Board of Trustees, presided at the evening session.

On October 23 and 24, the first work days following the inaugural, NEA staff members took part in a planning conference called by Dr. Lambert to look at the "hard questions" of educational policy posed by inaugural day speakers.

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## Watts Named To Head New Field-Urban Services Unit

The NEA Executive Committee this month approved combining the NEA Division of Urban Services and the Office of Field Operations and Urban Services into a single Division of Field and Urban Services. The Executive Committee also approved the appointment of Gary D. Watts, special assistant to the NEA executive secretary, as director of the newly organized division.

Dr. Watts, who joined the NEA staff in 1964, served until this year as NEA national field representative.

The new Division of Field and Urban Services will be a responsibility of the NEA assistant executive secretary for field operations and urban services, Allan M. West.

"The national focus on urban problems; the pervasive nature of such problems; concurrent demands placed upon the field staff; and the resulting need for efficient deployment and utilization of staff indicated the desirability of consolidating the Division of Urban Services and the Office of Field Operations and Urban Services into a single division," Mr. West told the NEA Executive Committee. "Dr.

(See NEW SERVICES UNIT, page 3, column 4)

# U.S. Money for Nation's Schools Will Set New Record This Year As NEA Presses for Early Funding

The nation's schools will receive more federal money this year than ever before, despite intense partisan fighting in Congress over changes in the education laws themselves. The U.S. Office of Education alone will receive $3.9 billion for its program in elementary, secondary, and higher education.

The USOE appropriation includes $1.68 billion for elementary and secondary education; $439 million for the impacted aid program (money in lieu of taxes for districts affected by federal activities); $13.5 million to keep the Teacher Corps alive for the rest of this school year; $1.17 billion for higher education; $253 million for vocational education; $156 million for libraries and community services; $53 million for improving the education of handicapped children; and $90 million for educational research.

These figures suggest only a fraction of the federal government's involvement in financing schools. In all, more than 40 agencies administer educational or education-related programs with total annual cost estimated at more than $11 billion. For example, the Department of Agriculture operates the school lunch and milk programs with a fiscal 1968 appropriation of more than $300 million. Cabinet departments, independent agencies, and bureaus administer a galaxy of grant-in-aid and technical assistance programs.

**A table showing the December 5 status of major education bills appears on page 6.**

But school finance experts are not satisfied with the federal role, charging that education gets its share of U.S. funds on a "too little, too late" basis. In some cases, appropriations are less than half the amounts authorized, and Congress has failed to appropriate funds early enough for school districts to prepare realistic budgets for the following year.

(See FEDERAL MONEY, page 6)

## Committee of Inquiry Probes Financing Of Delaware Schools

The NEA Professional Rights and Responsibilities Commission late last month set up a special committee of inquiry to study legislative and financial conditions in Delaware as they relate to teachers' salaries. The inquiry was requested by unanimous vote of the Representative Assembly of the Delaware State Education Association on October 21.

The PR&R Commission set up the inquiry committee as a new procedure for prompt reaction to the state association request. Jack H. Kleinmann, associate executive secretary and executive secretary-designate of the PR&R Commission, is coordinating the inquiry. The committee held its first hearing in Dover November 29.

## Florida Sanctions Still in Abeyance; Session Awaited

Florida's school crisis remains quiescent this month as the governor's Commission for Quality Education prepares to submit its final report on December 22. Gov. Claude R. Kirk has said he will call a special session of the Florida legislature after he reviews the commission's report.

Meanwhile, NEA and Florida Education Association sanctions are being held in abeyance and both associations are cooperating with the governor's office and with the commission in the hope that funds will be found for the state's financially starving schools.

### Resignations Held

More than 35,000 resignation forms signed by FEA members are being held in association offices for use if the legislature does not come up with a reasonable support program for the schools.

Phil M. Constans, Jr., FEA executive secretary, this month praised NEA for its "immediate and bountiful support" during the continuing crisis. "The 55,000 Florida teachers are fully aware of the contributions made by NEA and state association staff representatives who came to Florida without hesitation to bolster the morale of our forces in every section of the state," he said. "Further, NEA's financial support came at a time when FEA's resources were nearly exhausted and staved off serious financial difficulties until fall membership funds began arriving."

### NEA Funds Dispatched

NEA, through its DuShane Fund for Teacher Rights, made thousands of dollars available to Florida teachers in the past year. In addition, NEA placement services were made available for teachers who wanted to leave the state permanently.

The NEA Executive Committee placed the sanctions in Florida in abeyance on October 18 after Governor Kirk agreed to ask for an early report by the Commission for Quality Education and to call an early special session of the legislature. FEA sanctions were placed in abeyance at the same time.

NEA sanctions have been in effect on the state of Florida since June 5,

(See FLORIDA SANCTIONS, page 8, column 4)

## *Emergency Assembly Session Called in Arizona*

The Arizona Education Association called an emergency session of its delegate assembly December 9 to protest "oppressive controls on schools" as proposed in a special tax session of the Arizona Legislature.

AEA leaders say that stringent controls contained in a tax reform package put together by the Arizona House-Senate majority would cripple schools and drive good teachers out of the state. There would not be enough latitude, they say, for school districts to keep up with inflation, pay salary increments already contracted for, and meet enrollment growth.

## *Educational Policies Commission Will Be Dissolved in June By Joint Decision of NEA and Association of Administrators*

The Educational Policies Commission, set up 32 years ago to perform a special service for public education, will cease operations as of June 30, 1968, according to its sponsors, NEA and the American Association of School Administrators. The unanimous action to dissolve the commission, an autonomous deliberative agency charged with studying long-range educational problems, was taken by the Executive Committees of NEA and AASA, which met together and separately on the matter.

In a letter notifying the commission's 16 members and staff of the decision, NEA President Braulio Alonso and AASA President William H. Curtis stressed the significant and unique contributions of EPC to public thinking on education over the years. They pointed out, however, that rapidly changing times call for changing organizational responses and for more flexibility in dealing with urgent problems.

Amplifying this point, NEA President Alonso noted that the trend nowadays is to utilize the short-term ad hoc committee or task force which mobilizes appropriate talent and knowledge on a specific problem. "Today's educational problems are so complex," he said, "we need to move swiftly and effectively, with all the flexibility we can muster. The ad hoc agency, rather than a continuing body like EPC, seems to be the logical operational unit the times demand."

AASA President Curtis offered another insight on the sponsors' decision to dissolve EPC. "Nowadays," he said, "there are many other agencies—within our own professional organizations, in the foundations, the government, and the universities—which are engaging in the kind of long-range analysis and mobilization of opinion on public education issues which used to be the unique preserve of EPC. I regard EPC's distinguished and useful history as a prime successful example of NEA-AASA cooperation. We look forward to other cooperative ventures—but in organizational patterns more in tune with the times."

Established in 1935, EPC has issued reports in the past 10 years on the federal government's role in financing education, early childhood education, post-high school education, the search for equal opportunity, and the primary purpose of education, among others. Stephen J. Wright, president of the United Negro College Fund, New York City, is currently EPC's chairman. James E. Russell is secretary of the commission.

# Male Classroom Teacher Can't Afford Living Costs, Sam Lambert Points Out

The average male classroom teacher cannot afford to give his family even a moderate standard of living in a large city, Sam M. Lambert, NEA executive secretary, said recently. Pointing to figures recently released by the U.S. Bureau of Labor Statistics showing that the head of a city family of four must spend almost $9,200 a year to have a moderate way of life, Dr. Lambert noted that the mean average salary for a male teacher is still only $7,500. Even with summer jobs, moonlighting, and all other income, the total annual income of the male teacher is estimated at only $9,011, he said.

The Bureau of Labor Statistics found that a moderate standard of living in a city now costs $9,191 a year, a 50 percent increase since 1959. The average is $9,376 in metropolitan areas and $8,366 in smaller cities, the report shows.

**$11,000-a-Year Earnings**

These figures represent the needs of a typical city family of four: an employed husband who is 38 years old, an unemployed wife, a 13-year-old son, and an eight-year-old daughter. Total earnings of this standard family average $11,000 a year, the report said.

The average male teacher is 36 years old with nine years of teaching experience, Dr. Lambert said. He is college trained, whereas the typical wage earner has a high school education. In fact, 98 percent of male teachers have at least a bachelor's degree and 40 percent have at least a master's degree, the NEA executive secretary said.

More than eight out of ten male teachers are married, he added, and six in ten of the married ones have two or more children.

"NEA will be unrelenting in seeking a better economic break for teachers in this affluent society," Dr. Lambert said. "Our job is more important than that of a construction worker and we intend to make it pay better."

In years past, men simply left teaching for something else that would provide the basic necessities for a wife and children, he said. "Now, he's stopped running and started fighting to make his job pay what it should. As executive secretary of NEA, I am with him in a fight to the finish."

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## Minneapolis-St. Paul NEA Affiliates Win Majority on Councils

NEA affiliates in Minneapolis and in St. Paul will have majority representation on newly formed teacher bargaining councils in the two cities. Teacher councils are being set up under a Minnesota teacher bargaining law passed by the 1967 legislature.

The City of Minneapolis Education Association will hold four of the five seats on that city's council. The City of St. Paul Education Association will hold three of the five seats there.

**Hard at Work on Ethics Code Revision**

Proposals for revision of the Code of Ethics of the Education Profession were developed at a Conference on Professional Ethics held at NEA Center last month. More than 100 representatives of 71 organizations and states took part in the sessions. The NEA Ethics Committee will review these proposals prior to submitting them to the NEA Board of Directors and later to the NEA Representative Assembly in Dallas next summer. Left to right above, at the conference, are **Marian P. Tignor**, Washington, D.C., representing the Department of Elementary-Kindergarten-Nursery Education; **Neysa Eberhard,** Peabody, Kansas, representing the Kansas State Teachers Association; **Harold M. Hawkes,** Braintree, Massachusetts, a member of the NEA Committee on Professional Ethics; **Cavit Cheshier,** Nashville, representing the Tennessee Education Association; and **George Sweeny**, Hopkins, South Carolina, representing the South Carolina Education Association.

# Teachers Union Cities Score Lower In Salary Schedules for 1967-68

Teachers' salary schedules in New York City, Chicago, and Detroit—cities where unions bargain for teachers—scored lower this year than last on evaluation tests applied by the NEA Research Division. Although teachers' salaries actually increased in dollar amounts in the three cities, the schedules scored lower because the evaluation instrument takes into account both dollar amounts and structural patterns.

New York City's teacher salary schedule recorded the greatest percentage drop in score of any large city system, going down 9.4 percent from its 1966-67 score. Chicago's schedule went down 2.6 percent; Detroit's, 1.2 percent.

These comparisons appeared when salary schedules for teachers in 1,063 systems with enrollments of 6,000 or more were evaluated this fall by the Research Division. Since the instrument was revised in line with the salary resolution of the NEA Representative Assembly adopted in 1966 and restated in 1967, it was applied to salary schedules for both 1966-67 and 1967-68 to provide a meaningful two-year comparison of scores.

The mean scores were 315 points for 1967-68 and 276 for 1966-67. In 1967-68, the highest score was 769 points out of a possible 1,000 and the lowest was 58 points.

For the 25 systems with enrollments of 100,000 or more, the highest score in 1967-68 was 599; the lowest, 160. The mean scores were 366 points in 1967-68 and 324 in 1966-67.

Complete information may be found in *Evaluation of Salary Schedules, 1966-67 and 1967-68.*

## Forms for NEA Insurance Should Be Returned Now

**Applications mailed recently to all NEA members for NEA Accidental Death and Dismemberment Insurance and for NEA Life Insurance should have been completed and returned, spokesmen for the NEA Special Services Division said last week. These insurance programs are available at minimum cost to educators who are members of NEA and of their state association (when applicable).**

## Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

| Association | District or System |
|---|---|
| • Florida Education Association | Florida Public Schools* |
| • Illinois Education Association | Peoria School District 150 |
| • Maine Teachers Association | Portland Public Schools |
| • Maryland State Teachers Association | Baltimore City Public Schools |
| • National Education Association | Baltimore City Public Schools |
| • National Education Association | Florida Public Schools* |
| • Ohio Education Association | Struthers Public Schools |
| • Pennsylvania State Education Assn. | Carlynton School District |
| • Pennsylvania State Education Assn. | Palmerton Area School District |
| • Pennsylvania State Education Assn. | West Mifflin School District |
| • Vermont Education Association | Fletcher Public Schools |
| • Washington Education Association | Mt. Vernon School District |

At a meeting on November 29, members of the Jersey City (New Jersey) Education Association voted unanimously to remove sanctions against the Jersey City Public Schools. The vote is a sign of good faith in continuing negotiations.

* On October 18, the NEA Executive Committee, in cooperation with the Florida Education Association, agreed to place in abeyance the sanctions against the Florida public schools (see page 1).

# Full-Scale Probe Of New Hampshire Schools To Begin

NEA and the New Hampshire Education Association will launch a full-scale investigation of educational conditions in that state, Richard B. Kennan, executive secretary of the NEA Professional Rights and Responsibilities Commission, announced last month. The investigation will begin January 7, he said.

The decision to make the investigation followed a preliminary inquiry October 29-31 by an NEA-NHEA joint committee. The committee recommended that a full-scale investigation be undertaken as soon as possible.

Dr. Kennan said that the investigation team would be made up of five persons from New Hampshire and five from out of the state.

The preliminary inquiry in New Hampshire was made at the request of the NHEA Assembly of Delegates, which voted in August to ask NEA to cooperate in studying conditions in the state "arising from the pattern of organization and method of financing public school education."

## Los Angeles Teachers Overwhelmingly OK Merger of Associations

Los Angeles classroom teachers last month overwhelmingly approved a merger of two education associations in their city. By a vote of 8,143 to 912, the teachers mandated the establishment of a new, exclusively classroom teacher organization to be called the Association of Classroom Teachers of Los Angeles. The new association will become an affiliate of NEA and of the California Teachers Association on July 1, 1968.

The two present associations—the Affiliated Teachers Organizations of Los Angeles and the Los Angeles Teachers Association—will cease to exist on that date. In addition, an exclusively non-classroom-teacher association will adopt a new name and seek CTA and NEA affiliation on July 1.

# Kansas Schools in Critical Financial Situation

## Schools Slipping Behind the Times, Says NEA Special Study Committee

Kansas public schools are in a critical financial situation, an NEA special committee said this month. The financial plight is partly reflected in meager and outdated equipment, inadequate buildings, and outmoded instructional programs, the committee said. After touring some of the schools, the committee "had the feeling of having come through an educational time zone set back many years."

Even so, the committee's concern with present schools and programs is at least no greater than its concern with the direction Kansas schools are headed, the report indicates. The committee emphasized that it did not find any schools with really "deplorable conditions." A few, in fact, were outstanding. On the other hand, the committee did not find as many of these "shining lighthouses as might be expected in a state as richly endowed with physical and human resources as Kansas."

### Schools Not Keeping Up

Most schools are not yet geared up to "meet the demands of a rapidly changing and mobile environment." In some vital respects, Kansas schools have been gradually slipping in relation to those in other states, the committee said.

Kansas has, for example, consistently been slightly above the national average since 1960 in the proportion of its income spent on the public school. But it has lost ground since 1940 and 1950, when it was considerably above the national average.

It was such serious and far-reaching facts and trends that prompted the Kansas State Teachers Association last March to request the study by an NEA special committee, according to Melvin E. Neely, KSTA executive secretary. The committee included four Kansas educators and five from other states. William P. McLure, director of the Bureau of Educational Research at the University of Illinois, was committee chairman, and Richard B. Kennan, executive secretary of NEA's Professional Rights and Responsibilities Commission, was coordinator of the committee.

Pointed out frequently in the report are the lack of adequate and equitable state school aid, the problems growing out of an unusual state ceiling on local spending for education, the complications of recent school reorganization—and the need for still more consolidation, the lack of sufficient and suitable equipment and housing, and the dearth of innovative school programs.

## Administrators Conference Set February 17-21

A number of nationally known men are scheduled to address the general sessions of the 1968 annual conference of the American Association of School Administrators in Atlantic City February 17-21. Among the speakers will be Eric Sevareid, CBS News national correspondent; Harold Howe II, U.S. Commissioner of Education; John Brademas, U.S. Congressman from Indiana; Albert H. Quie, U.S. Congressman from Minnesota; Robert Jastrow, director of the Goddard Institute for Space Studies, National Aeronautics and Space Administration; A. L. Sachar, president of Brandeis University; and Daniel P. Moynihan, director of the Joint Center for Urban Studies of the Massachusetts Institute of Technology and Harvard University.

**Beginning with this 1968 AASA conference, a $10 registration fee must be paid by everyone attending, except a designated number of exhibitors, invited guests, and spouses of AASA and NEA members and exhibitors.**

NEA members are welcome to attend the conference but should bring their membership cards with them and be prepared to pay the registration fee. Badges will be required for admittance to meetings and to the exhibits in Convention Hall, Haddon Hall, and the Shelburne Hotel throughout the conference. Badges will be issued to NEA members upon presentation of their membership cards and payment of the registration fee at a counter in the Boardwalk Lobby of Convention Hall.

**Denver Contract Called One of Finest in Nation**

A 72-point contract won recently by the Denver Classroom Teachers Association guarantees "good-faith negotiations" with a free and open exchange of views between the Denver Board of Education and the DCTA. Under terms of the contract, Denver teachers won record increases in minimum and maximum salaries, plus guarantees of more liberal negotiating and grievance procedures, improved personnel practices, and provisions for teachers, through the DCTA, to have a closer relationship with school administrators and a voice in policy making. NEA spokesmen hailed it as "one of the finest contracts yet negotiated by a teachers association anywhere in the United States." Participating in the formal signing of the contract are (left to right) **James Voorhees, Jr.,** president of the Denver Board of Education; **Donna Jean Purbaugh,** DCTA secretary; **Allerton Barnes,** DCTA president; and **Kenneth Gher,** secretary of the board.

## Proposed New Accrediting Standards Will Be Sent to Reactors in January

A preliminary draft of proposed new standards for accrediting teacher education will be mailed about January 1 to hundreds of institutions and individuals. The proposed standards—developed through the Evaluative Criteria Study of the American Association of Colleges for Teacher Education—will be offered for reaction and discussion.

AACTE's study is being carried out as part of its responsibility, under the National Council for Accreditation of Teacher Education constitution, for studying and revising standards.

Receiving complimentary copies of the proposed draft will be colleges and universities engaged in preparing teachers, professional associations and learned societies with special interest in teacher education, representatives of Teacher Education and Professional Standards committees and of Student NEA groups, and state departments of education. The recipients will be asked to compare the proposed standards with current NCATE standards and to return to the Evaluative Criteria Study an opinionaire card expressing their suggestions and reactions.

The proposed standards will become the topic of a major sesssion at AACTE's annual meeting February 17 in Chicago.

Another phase of the Evaluative Criteria Study will begin in March when a group of pilot institutions will be selected to begin experimental testing of the proposed standards.

Additional copies of the proposed standards are available from AACTE at NEA Center (single copies, 50¢; 26 or more copies, 25¢ each).

## NEA Mutual Fund Continues Growth

As of December 1, the NEA Mutual Fund had total assets of $9,437,800. The net asset value per share was $11.75 and the offering price was $11.99. The number of shareholders on the same date was 7,802.

For a free copy of the latest version of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

## NEA Filmstrip, Annotated Listing, and Local Activities Leaflet Prepared To Help Observance of 1968 Negro History Week

NEA materials to help in the observance of Negro History Week, February 11-17, include a two-part filmstrip, an annotated listing of paperbound books on Negro history, and a Local Association Activities Leaflet about the week. In addition, a Negro History Study Kit is available through the Association for the Study of Negro Life and History.

The filmstrip, "The Negro in American History," may be purchased from NEA Publication-Sales Section for $7. Part 1 of the filmstrip, "Legacy of Honor," presents highlights of Negro contributions to America's heritage. Part 2, "Suggestions for Teaching," is designed for teachers and prospective teachers.

NEA Publication-Sales also offers *The Negro American in Paperback,* a fully annotated listing of nearly 200 titles of paperbound books for secondary students, teachers, and interested citizens. The book costs 35¢.

The Local Association Activities Leaflet, titled "The Local Association Observes Negro History Week," is free from the NEA Division of Affiliates and Membership, NEA Center. The leaflet includes hints for local programs and a sample Negro History Week proclamation.

The Negro History Study Kit ($6 each) includes a monthly calendar picturing famous Negroes in American history, a 42-page book of suggestions for teaching Negro history, dozens of reproductions of famous Negro Americans, a copy of the *Negro History Bulletin,* and other materials. The kit may be ordered from the Association for the Study of Negro Life and History, 1538 Ninth Street, N.W., Washington, D.C. 20001. J. Rupert Picott, NEA national field representative, is president of the Association for the Study of Negro Life and History.

NEA's role in Negro History Week is coordinated by the Professional Rights and Responsibilities Commission's Committee on Human and Civil Rights of Educators. The committee inherited this role two years ago after the American Teachers Association merged with NEA. ATA had cosponsored Negro History Week for many years.

The theme of the 1968 observance is "Negro History and the Fourteenth Amendment."

## NEW SERVICES UNIT . . .

(Continued from page 1, column 1)

Watts' experience as national field representative and his wide background in administration make him a natural to handle this consolidated post.

"The merger of these NEA units," Mr. West said, "will result, I am sure, in the improvement of service to all affiliates by more efficient use of personnel and uniformity of policies governing NEA field service activities."

A general session of the Classroom Teachers National Study Conference dealt with problems, issues, implications, and responsibilities of urban education. **Alma Blackman** (left above), kindergarten supervisor, D.C. Public Schools, explains her point of view as **Mabel Matthews,** principal, Kennedy Elementary School, Detroit, waits her turn in a panel discussion of the topic.

At a conference discussion session are Association of Classroom Teachers President-Elect **Bruce P. Eckman** (left), of Portland, Oregon; ACT President **Ruth Trigg;** and **Tommy G. Fulton** of Midwest City, Oklahoma.

Chairman of the study conference **Ester Wilfong** (center) of Tacoma, Washington, takes part in a work session with consultant **D. D. Darland** (left), associate secretary of the National Commission on Teacher Education and Professional Standards, and **Charles C. Philipp,** a conferee from Montgomery County, Maryland.

Conferee **Eugene Green** (left), a classroom teacher from Hartford, Connecticut, and **Tinsley Spraggins** (center), representing the U.S. Office of Education, chat with NEA Executive Secretary **Sam M. Lambert** during a coffee break.

# Classroom Teachers

## Conference at NEA Center Focuses on Implications for Teachers in the Classroom

Some 60 classroom teachers and 22 representatives of other groups met at NEA Center over Thanksgiving weekend to consider "Urban Education: Problems, Implications, and Responsibilities for Classroom Teachers." They came to attend the Classroom Teachers National Study Conference sponsored by NEA's Association of Classroom Teachers and planned with the assistance of the National Training Laboratories Institute of Applied Behavioral Science.

An optional preliminary feature of the program was a tour of several of Washington's inner-city schools on November 22. The conference opened officially on November 24.

Participants heard two related panel discussions on problems and issues in urban education—one by a group of educators and the other by a group of community leaders. Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare, served as moderator.

### Lambert Addresses Session

At the November 24 evening session, Sam M. Lambert, NEA executive secretary, told conference participants that one of the greatest tasks facing teachers is "keeping the teaching profession free and independent." The profession must recognize and learn to use its "raw and massive power" for the benefit of the schools, he said.

At the final session November 25, NEA President Braulio Alonso reminded participants that urban education concerns not only Negro children in ghetto areas but also 5 million Mexican-American children in the Southwest who enter school with no knowledge of English.

A report of the study conference will be available from ACT in the spring.

## *ACT and NCTEPS Launch Project on Auxiliary Personnel*

Gilbert Sanchez of La Canada, California, has been employed by NEA's Association of Classroom Teachers and National Commission on Teacher Education and Professional Standards to head a joint project aimed at building a program of service and setting up the framework of an organization for auxiliary personnel within NEA and its local and state affiliates.

Mr. Sanchez was formerly supervisor of social services and supervisor of child development centers for the Council of Mexican American Affairs, the agency that coordinates several antipoverty programs including Project Head Start in East and Northeast Los Angeles and Whittier. In these positions he was responsible for supervising classroom teachers and teacher aides and for directing curriculum planning. Prior to joining the council staff, he was a secondary and adult education teacher in the Glendale Unified District and South Bay Union High School District.

The joint project is the outgrowth of the 1966-67 programs of ACT and the TEPS Commission, both of which focused on the teacher's supportive staff. The 1967 ACT Representative Assembly adopted a resolution calling for the creation of an organization for auxiliary personnel.

The two groups have been working with a number of other NEA units in conducting the project, which is under the general direction of F. J. Johnson, ACT professional services coordinator.

According to Mr. Johnson, the project is presently focusing on the formation of pilot organizations in selected communities and states. One organization is being planned within the Model School Division of the District of Columbia, he reported, and another is being contemplated in the state of Washington.

"Our purpose is to determine what kinds of benefits and services we can provide for auxiliary personnel at local, state, and national levels," Mr. Johnson said.

The 1967-68 regional conferences of both ACT and the National TEPS Commission are stressing the topic of auxiliary personnel.

NEA President **Braulio Alonso** (left) listens to the views of **Ronald C. Tvedt** of Bismarck, North Dakota, during a discussion group on "A Look at Urban Education."

# s Study Problems of Urban Education

**Everyone Got a Chance To Express His Point of View During the Study Conference**

Group reaction sessions, discussion sessions, coffee breaks, small-group sessions—many types of groupings were planned during the Association of Classroom Teachers' National Study Conference held at NEA Center last month. Expressing themselves above (left to right) are William R. McFarland, of Mesa, Arizona; Dale O. Meyers, of Rockford, Illinois; and Erma Williams, of Kansas City, Missouri. More than 60 classroom teachers from all parts of the nation attended the post-Thanksgiving conference. Eleven other groups and four government agencies had representatives at the conference.

# NEA's Association of Classroom Teachers Begins Study To Clarify Definition of the Term 'Classroom Teacher'

## Clear Understanding of Term Essential In Negotiating Situations, Eckman Says

NEA's Association of Classroom Teachers has launched a study aimed at clarifying the definition of the term *classroom teacher*.

"When the 1967 ACT Representative Assembly adopted its revised constitution, it directed that a number of items, including the definition of a classroom teacher, receive further study for future action," said Bruce Eckman of Portland, Oregon, ACT president-elect and chairman of the Constitution Revision Committee, which is conducting the survey. "This study is in follow-up to that mandate."

### Implications for Profession

"The question of who is a classroom teacher has implications for the total profession," he said. "For example, professional negotiation agreements usually specify that the negotiating unit must be limited to classroom teachers, yet there is great variation in the makeup of these units. This is largely due to the lack of a clear definition of a classroom teacher."

Mr. Eckman reported that ACT has sought the cooperation of several NEA units, including the Urban Services Division, the Research Division, the Division of Affiliates and Membership, and the Salary and Negotiation Consultant Service. The National Council of Urban Education Associations has also been invited to participate, he said.

### Several Definitives Used

"There are any number of definitions of a classroom teacher currently in use in education and the teaching profession," he said. "In fact, there are several within the NEA. ACT defines a classroom teacher as 'any person devoting a major part of his time to classroom teaching or allied work considered as teaching in the local salary schedule provided such person shall have no power of rating other teachers in service,' " he noted.

He pointed out that the definition used by the NEA Board of Directors is "one who holds, where required, a professional certificate, and whose primary responsibility is to work directly with students."

"There appears to be very little, if any, difference between the two definitions," Mr. Eckman observed. "It seems to be more a matter of semantics."

He noted that the NEA Research Division designates as a classroom teacher any person who is employed by a school system on a full-time basis and who spends half or more of his time in classroom teaching. "This definition is considerably more restrictive than either of the former two," he said. "The latter conceivably could include some teacher-counselors but not school librarians, although both are accepted under the NEA and ACT definitions.

### Need To Clarify Boundaries

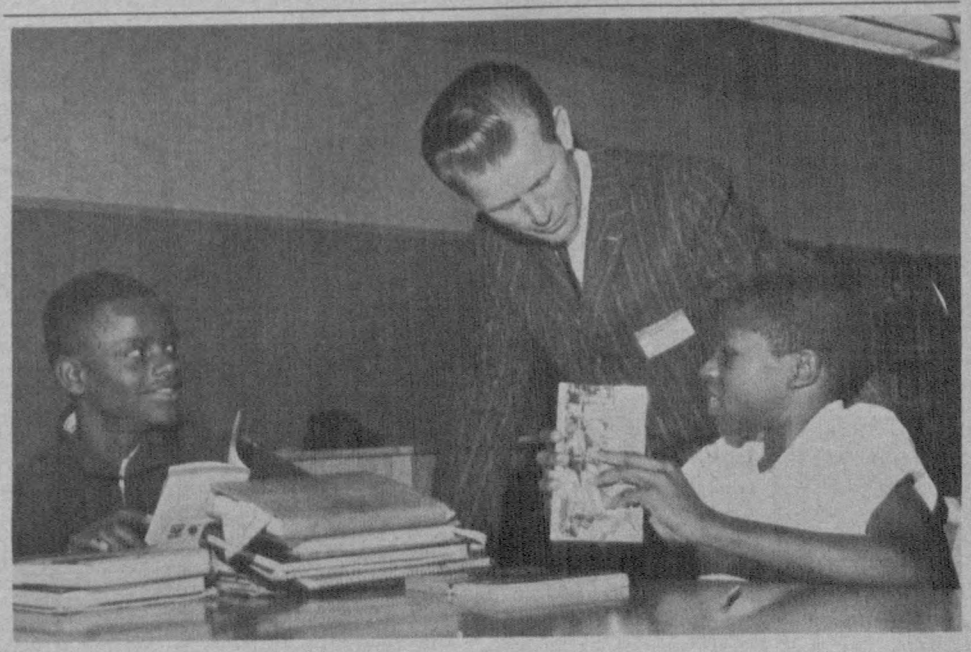
"Through its present study ACT is trying to determine who should be considered a classroom teacher and who should not," Mr. Eckman declared. "We believe the definition should be broad enough to include those people who are not in administrative positions and who deal directly with children, but sufficiently definite so that it cuts to a minimum the number of positions that do not clearly fall inside or outside the boundaries of the definition.

"The Constitution Revision Committee will welcome the ideas and opinions of all members of the teaching profession—principals, administrators, supervisors, and specialists as well as classroom teachers, " he said. Comments and recommendations may be sent to Mr. Eckman at the ACT office in NEA Center. Copies of a working paper on the definition of *classroom teacher* are available from ACT.

**1967-68 Association of Classroom Teachers theme: "Teaching–A Changing Profession"**

**Planning To Define "Classroom Teacher"**

**Bruce P. Eckman** (right), president-elect of the NEA Association of Classroom Teachers, and **Glen E. Robinson,** director of the NEA Research Division, review materials relating to ACT's study of the definition of the term *classroom teacher*. The Research Division is one of several NEA units participating in the study.



Many of the participants in last month's ACT study conference arrived in Washington, D.C., a few days early so they could take part in preconference school visits. Pictured above is participant **Clay Henderson** of Lubbock, Texas, talking with students at Lincoln Junior High School in Washington.

# NEA Auto-Lease Program Begun In Three Areas

The first stage of the NEA preferred-rate auto-leasing program is now fully operational, Charles Jones, auto-leasing coordinator for the NEA Special Services Division, reported last week. Automobiles are available for lease to members in areas served by three pilot offices: 9525 Georgia Avenue, Silver Spring, Maryland; 1812 Middlebelt Road, Garden City, Michigan; and 1125 West Sixth Street, Los Angeles.

Under the program cars are leased for two years at low rates to educators who are NEA members and members of their state education association (when appropriate).

In special ceremonies last month, NEA President **Braulio Alonso** (center) presents an NEA affiliation charter to **Joseph L. Day,** president of the Boston Teachers Alliance. The Alliance, an independent organization of 700 members, voted this fall to affiliate with the Massachusetts Teachers Association and NEA. It becomes the 321st affiliate of MTA. In a statement to the group, Mr. Alonso said: "It is in keeping with the spirit of the new Boston that the teachers of this great city add their leadership to the powerful independent professional organizations in this state and throughout the nation. Many of the early founders of NEA came from this city and through NEA brought great advancements to the teaching profession." Also pictured are **David S. Nelson** (left), BTA attorney; **Helen F. Mara,** MTA president; and **William H. Hebert** (right), MTA executive secretary-treasurer.

## FEDERAL MONEY . . .

(Continued from page 1, column 3)

NEA has consistently pressed for full and early funding in its work with Congress. Delegates to the 1967 NEA Convention adopted a resolution calling for increased federal support and assurance that "the amount of aid be generally predictable for long-range planning and specifically predictable for year-to-year planning."

Early this year, in response to pressure from educators, President Johnson appointed a task force to study ways of improving the timing of key federal actions affecting education programs receiving grant support. The task force, headed by James F. Kelly, HEW assistant secretary, recently offered recommendations which may be presented to the second session of the 90th Congress. Among the suggestions:

- Federal assistance programs should be authorized for a minimum of five years.
- Authorizing legislation should provide that a planning and evaluation grant would be available to states and localities for each of the five years, with the amount for each year to be keyed to the level of operational funds authorized for the subsequent year.
- The legislation should authorize grant funds for program operations for each of four years, beginning with the second of the five-year program.
- Appropriations should be advanced one year, thus giving notice to officials at the federal, state, and local level of the amounts which will become available at the beginning of the next fiscal year.
- The school year September 1 to August 31 should be recognized as the period for which the funds are available.
- The legislation should require that an annual evaluation report be provided to the House and Senate legislative committees and that a comprehensive evaluation report be made during the fourth year.
- The legislation should require Congress to consider the extension or modification of the program authorization during the fourth year in order to provide a year's lead time for state and local planning purposes.
- The legislation should provide that appropriations be authorized to be made for one additional year (the sixth year) if legislation to authorize an extension has not been either enacted or rejected by Congress by the beginning of the fifth fiscal year of the authorization.

## Status of Major Federal Education Bills as of December 5

| Bill | House | Senate | Major Provisions |
|---|---|---|---|
| Labor-HEW Appropriation HR 10196 | Passed May 25 | Passed August 2 | $3.9 billion for U.S. Office of Education-administered programs in Fiscal 1968. |
| | Public Law 90-132 | | |
| Independent Offices Appropriation HR 9960 | Passed May 17 | Passed September 21 | Provides $362 million for Model Cities program (planning and project funds). |
| | Public Law 90-121 | | |
| Civil Rights Act, Title IV Appropriation HR 10345 | Passed May 31 | Passed October 11 | Provides grants and technical assitance for school desegregation. Budget request: $30 million. House and Senate agree on $10 million. |
| | Public Law 90-133 | | |
| Elementary and Secondary Amendments HR 7819, S 1125 | Passed May 25 | Debate in progress | Extends ESEA through Fiscal 1969. House version transfers Titles III and V to states. |
| Economic Opportunity Amendments HR 8311, S 2388 | Passed November 15 | Passed October 5 | Authorizes $2.06 billion for FY 1968, improves administration of antipoverty programs. |
| | In conference | | |
| Higher Education Amendments HR 6232, S 1126 | Hearings completed | Pending in committee | Extends NDEA, Higher Education Act, Higher Education Facilities Act. See next two entries. |
| Education Professions Development Act HR 10943 | Passed June 27 | Passed June 28 | Amends Title V of HEA; extends Teacher Corps for three years; provides $1.1 billion in training programs for education personnel. |
| | Public Law 90-35 | | |
| College Work Study Amendment HR 11945 | Passed August 10 | Passed August 25 | Provides that federal share be 85%, instead of 75% in Fiscal 1968, as previously required. |
| | Public Law 90-82 | | |
| GI Bill Amendments S 16 | Passed March 20 | Passed August 23 | Provides higher educational benefits for longer periods, increases allowances. |
| | Public Law 90-77 | | |
| Public Broadcasting Act HR 6736, S 1160 | Passed September 21 | Passed May 17 | Creates public television corporation; continues construction grant program. |
| | Public Law 90-129 | | |
| Vocational Amendments HR 8525 | Hearings completed | Pending in committee | Authorizes grants for innovative projects (similar to ESEA Title III); creates fellowships. |
| Appalachia Amendments S 602 | Passed September 24 | Passed April 27 | Vocational education facilities; supplements to grant-in-aid programs. |
| | Public Law 90-103 | | |
| Judicial Review S 3 | Pending in committee | Passed April 11 | Permits court tests of constitutionality of federal aid legislation. |
| Postal Revenue Act HR 7977 | Passed October 11 | Passed November 29 | Increases first class, second class, third class and air mail rates; provides some increase in educational materials rates. |
| | In conference | | |
| Medicare for Teachers (In HR 12080) | Pending in committee | Passed November 22 | Extends coverage to 700,000 teachers not presently included. |
| Bilingual Education S 428 | Hearings completed | Hearings completed | Provides programs to meet special needs of pupils whose mother tongue is Spanish (New ESEA Title VII). |
| Vocational Rehabilitation Amendments HR 12257 | Passed August 21 | Passed September 20 | Grants to states for comprehensive programs; establishes National Center for Deaf-Blind Youth and Adults. |
| | Public Law 90-99 | | |
| Library Services and Construction Act Amendments HR 13048 | Passed October 16 | Passed November 6 | Continues 100% federal share of Titles III and IV and makes technical amendments. |
| | Public Law 90-154 | | |
| Juvenile Delinquency Prevention and Control HR 12120 | Passed September 16 | Hearings completed | Provides preventive and rehabilitative services and centers. |

# CURRENT

What's Going On in TV, Radio, Press, and National Magazines

### Television

*(All times are Eastern)*

**Discovery—Sundays, ABC-TV, 11:30 A.M.** *December 24:* "Hawaii: Land of Volcanos." *December 31:* "The Peace Corps." *January 7:* "The Grand Canyon." *January 14:* "The Threatened Species."

**A Christmas Memory—Tuesday, December 19, ABC-TV, 8:30 P.M.** A dramatization of Truman Capote's story starring Geraldine Page.

**Tschaikovsky's "The Nutcracker"—Friday, December 22, CBS-TV, 7:30 P.M.** Ballet special filmed in West Germany and narrated by Eddie Albert.

**Young People's Concert—Monday, December 25, CBS-TV, 5 P.M.** The New York Philharmonic presents Leonard Bernstein with "A Toast to Vienna in ¾ Time."

**Casals at Marlboro—Friday, December 29, NBC-TV, 10 P.M.** Bell Telephone Hour presents the renowned cellist at the Vermont festival, with pianist Rudolf Serkin, violinists Alexander Schneider and Jaime Laredo.

**Zarethan—Sunday, December 31, NBC-TV, 1:30 P.M.** Southern Baptist Hour presentation of an archaeological dig in the Jordan Valley that may give the world a better understanding of Biblical history.

**Tomorrow's World: Beyond the Sky—Friday, January 5, NBC-TV, 10 P.M.** NBC News scientific documentary examining the future in space.

**Animal Secrets—Sundays, NBC-TV, 5 P.M.** Second season begins January 7, hosted by Loren Eiseley, professor of anthropology and history of science at the University of Pennsylvania.

**National Smoking Test—Tuesday, January 16, CBS-TV, 10 P.M.** Cigarette smokers will have an opportunity to determine their motivation for smoking and to find out what they know about cigarettes.

### Magazines

*(December issues)*

**Atlantic**—"Max Rafferty: Gadfly on the Rump of Education" by Mark Harris.

**Fortune**—Books & Ideas section. Why is today's professor, now so affluent, also so discontented? A provocative discussion by Irving Kristol.

**Saturday Review**—*(December 16 issue).* "Give Urban Schools Back to the People?," editorial by James Cass; "Up From Hate," by Thedford Slaughter, a junior at Western and Olin High School, an all-Negro school in Birmingham, Alabama, reflects on his experience last summer in the Yale University Summer High School. "Little Rock—Ten Years Later," by John Egerton; and "Teachers College: John Dewey with a Hard Nose," by Peter Schrag.

*(January issues)*

**Glamour**—"Teachers Today Are a New Breed of Cat" by Max Lerner.

**McCall's**—"Sex Education" by Marjorie Iseman. Also, "The Early Learner" by Maya Pines explores the teachability of children from birth to 6 years.

**Pageant**—"Why Good Students Are Revolted by College" by John Clayton, of Boston University.

**Reader's Digest**—"Incident in Room 301" by Jack Heimowitz. Condensed from *NEA Journal,* October 1967, this story won first prize in the 1967 Teachers' Writing Competition conducted by the *NEA Journal* and the Reader's Digest Foundation.

**Science & Mechanics**—"How To Understand Sex," prefaced by Dr. Rebecca Liswood, a leading national authority on sex education, deals with the basic biological facts of sex, and the editors emphasize the serious nature of the challenge presented by a lack of proper sex education in the home and the school.

# NEA Launches New, Modern Approach To Selection of Teachers of Tomorrow

**Winner of Teachers' Writing Competition**

**Blake Clark** (right), roving editor for *Reader's Digest*, presents the first-place award check of $1,000 in the 1967 *NEA Journal*-Reader's Digest Foundation teachers' writing contest to **Jack Heimowitz**. Mr. Heimowitz is a secondary school teacher of English in the Tucson, Arizona, public schools, presently on sabbatical leave to do graduate work at the University of Arizona. He won for his story "And the World Stopped, Waiting," which appeared in the October *NEA Journal*. At the award luncheon this fall in Washington, D.C., Mr. Heimowitz also received a first-place award certificate. Second-place winner Jessie Alford Nunn, teacher of English, Vallejo (California) Senior High School, and third-place winner Terry Welsh, recently retired as head teacher, Malaga (Washington) Grade School, also attended the luncheon. Funds for the Teachers' Writing Competition are provided by the Reader's Digest Foundation.

## Vital Year-Round Program Replaces Effort Centered In Teaching Career Month

The beginning of a new, modern approach to recruiting and selecting the teachers of tomorrow was announced recently by NEA. The first sign of the change will be an expansion of the NEA service providing information about the teaching profession to young people interested in a career in teaching. NEA plans to send more information to more people and to offer a wider selection of materials, updated to meet recent changes in education.

Although NEA has been recognized for some time as the place to go for teaching career information, the Association has been concentrating its major efforts in this field around one month a year—the annual observance of Teaching Career Month in April. Teaching Career Month was created by NEA in 1958 to focus public attention on the importance of teaching as a career and the need to select, prepare, and retain the best possible teachers for America's schools and colleges.

In response to the rapid changes in education and to the need for a continuing flow of current information to vocational guidance counselors, NEA has decided to replace national promotion of Teaching Career Month with an expanded, year-round program of distributing teaching career information, Sidney Dorros, director of the NEA Publications Division, announced. State and local education associations and school systems may continue to observe Teaching Career Month if they desire or they may choose to transfer some of its traditional activities, such as honoring teachers, to American Education Week, he said.

### Davies Explains Changing Program

"New developments in education and in teaching have created a need for more and better teachers, including some with very specialized skills," Don Davies, executive secretary of the NEA National Commission on Teacher Education and Professional Standards, said in explaining the change.

"So NEA will adopt a more sophisticated approach to get more sophisticated people," he said. "We will compile accurate and complete information to attract the kinds of people we need. This is the beginning of a new approach to the recruiting and selecting of teachers."

Dr. Davies is also concerned that the short-term recruiting programs of the past may have neglected a pool of potential workers in education, especially those in minority groups and in poorer areas.

Placing greater emphasis on the whole field of career information will make it possible to develop publications of a wide scope and others for specific fields, Dr. Davies said. One of the first steps will be to gather needed information about new openings in the teaching profession such as teacher aides and positions in areas of specialization.

The new look in NEA career information began in early December when a new leaflet from the NEA Publications Division, listing every NEA publication on teaching as a career, was sent to school counselors across the nation. The publication represents the first coordination of all teaching career information from the vast resources of the many NEA divisions and departments, Dr. Davies said.

## Social Studies President Says High School Diploma Should Give Right To Vote

Graduation from an American high school should carry with it the automatic right to vote, the outgoing president of the National Council for the Social Studies told delegates to the NEA department's annual meeting last month in Seattle. "The high school diploma or its equivalent should carry with it the badge of citizenship," said Richard E. Gross, professor of education, Stanford University.

"Social studies teachers should work toward this end if they have any faith in the efficacy of their own efforts," Dr. Gross went on. "Schools must help youth find purpose in life. School programs cannot be divorced from society and still attain that goal."

Dr. Gross also recommended that at age 18 or at high school graduation all young men and women be given an opportunity to serve their country and their fellow men through a proposed new National Service program.

He also urged the formation of a "well-financed, truly representative National Commission for the Social Studies" with a data bank and a clearinghouse for summarizing the multitude of information in the social studies field. Such a commission should be funded by federal, state, local, and professional sources in order to bring all similar organizations under the same roof, Dr. Gross said.

Ralph W. Cordier, of the State University of Pennsylvania, Indiana, Pennsylvania, will take office as new president of NCSS on January 1. Ronald O. Smith, of the Portland (Oregon) Public Schools, is president-elect, and Shirley Engle, University of Indiana, vice-president.

Another speaker at the meeting, Carlos P. Romulo, Philippine Secretary of Education and president of the University of the Philippines, urged the social studies teachers to become enthusiastically—even aggressively—involved in the arts and cultures of Asia. He urged them to "see Asia not as a combination of markets and the Taj Mahal, nor mere suppliers of rubber, hemp, tin, and tungsten, to be roused as rabble against the evils of free enterprise; but to see Asia as a creative force, unique in its ancientness, but youthful and visionary in its hopes for a better world."

## Home Economics Department Wins Grant for Publication

The United States Savings & Loan League recently granted $25,000 to the NEA Department of Home Economics for the publication of a bulletin titled *Financial Education*. The publication was planned as a follow-up of the October 1967 *Bulletin of the National Association of Secondary School Principals*, on "Consumer Education: Its New Look."

The new bulletin is designed to update the know-how of teachers of business education and home economics education in the area of money management, including credit, banking, installment buying, savings investments, and the importance of knowing how to use money wisely. Copies will be distributed to members of the NEA Department of Home Economics and to 18,000 secondary school principals for distribution to business education teachers in their school.

# Since 1943 NEA Funds Have Helped Educators To Secure Their Rights

The NEA DuShane Fund for Teacher Rights is the third name for a fund started by an NEA commission 24 years ago to provide legal defense for teachers, schools, and educational standards. In recent years, the fund has also been used for interest-free loans to teachers when schools are closed or as emergency aid to educators in times of catastrophe, such as earthquake or flood.

In 1943, the National Commission for the Defense of Democracy Through Education established the Kate Frank Fund, named for one of the three teachers dismissed by the school board in Muskogee, Oklahoma. Kate Frank was reinstated two years later after a court battle considered a test case of the teacher's right to exercise civic and professional rights. The NEA Committee on Tenure and the NEA Department of Classroom Teachers cooperated with the Defense Commission in raising money during the fight for reinstatement.

When Donald DuShane, secretary of the Defense Commission for six years, died in 1947, the fund was renamed the DuShane Memorial Defense Fund and a campaign was started to enlarge it. Dr. DuShane, 1940-41 NEA president, had become the commission's secretary when his presidential term expired. He was succeeded in 1947 by Richard B. Kennan, who will retire from the post this coming August.

**Early this month $10,000 from the DuShane Fund for Teacher Rights was dispatched to the Texas Classroom Teachers Association for interest-free loans to teachers who were victims of the recent hurricane Beulah. The grant, which will be administered by TCTA, supplements funds already collected by Texas teachers.**

During the 1965 NEA Convention, the NEA Board of Directors approved the collection of a special fund of at least $1 million to protect and promote the professional, civil, and human rights of educators through legal and other necessary assistance. A year later this fund was merged with the DuShane Defense Fund and the new name became the NEA DuShane Fund for Teacher Rights.

Cecil Hannan, NEA assistant executive secretary for professional development and welfare, is currently chairman of the fund.

Money from the fund continues to be used for legal fees and other costs to aid educators who face artibrary dismissal or who are otherwise unfairly treated.

In one of its recent actions, the DuShane Fund Committee made a grant to Myron Blee, past president of the Junior College of Broward County, Florida, for legal fees and monthly subsistence. "The DuShane Fund Committee regards this case as crucial to the protection of the rights of administrators and teachers throughout Florida," Dr. Hannan said. *Dr. Hannan emphasized that financial support for Mr. Blee does not mean endorsement of his policies.*

In another action last month, the DuShane Fund for Teacher Rights made $24,812.20 available to the DuPont-Lewis School District (Washington) for interest-free loans to be used for teachers' salaries for two weeks. Salaries for the teachers, who are employed in the schools on the U.S. Army base at Fort Lewis, are being withheld as a result of consolidation problems within the district.

Individuals or groups may contribute to the NEA DuShane Fund for Teacher Rights. Check should be made payable to "National Education Association" and marked for the fund. Contributions are income-tax deductible.

TO: National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

**YES, I pledge my support to the protection of teacher rights.**

Enclosed is my check or money order to help build up the NEA DuShane Fund for Teacher Rights.

Make checks payable to "National Education Association."

Name _____

Street _____

City, State, and Zip Code _____

Please credit my contribution to the state of _____

*Cut here and mail*

# NAMES IN THE NEWS

On December 1, the NEA Executive Committee at the recommendation of the Massachusetts Teachers Association appointed to the NEA Board of Directors **Helen F. Mara,** classroom teacher, Grafton Street Junior High School, Worcester, and MTA president. She fills the vacancy left by **Joseph A. Letorney,** who is now vice-president for marketing for Teachers Services Corporation and consultant, NEA Special Services Division. . . . Twelve organizations were honored recently for their role in establishing what eventually became the American Council on Education. Among the organizations honored were the American Association of Colleges for Teacher Education, **Edward G. Pomeroy,** executive secretary; the American Association of School Administrators, **Forrest Conner,** executive secretary; and NEA, **Sam M. Lambert,** executive secretary . . . **Mildred Phillips Leaver,** NEA state director for Missouri, was presented the 1967 Central Missouri State College Award for Distinguished Service to Education during the district meeting of the Central Missouri Teachers Association in October. Each year the association selects an outstanding teacher or administrator from the Central Missouri district for the award. Mrs. Leaver is director of elementary research media and elementary resource center coordinator for the Rolla, Missouri, Schools . . . **George W. Neill,** for the past six years director of press relations and manager of the Education News Service of the California Teachers Association, has been appointed executive editor of *Education U.S.A.*, published by the National School Public Relations Association . . . **Wade Wilson,** president of the Pennsylvania State Education Association, was presented a life membership in the Pennsylvania Congress of Parents and Teachers during its meeting last month . . . **Dr. and Mrs. Willard E. Givens** celebrated their golden wedding anniversary on December 10. This was also the 81st birthday of Dr. Givens, who was NEA executive secretary from 1935 until his retirement in 1952. . . . Newly elected chairman of the National Advisory Council of Keep America Beautiful, Inc., is **Eric F. Rhodes,** who has represented the NEA on the council since 1963. Mr. Rhodes was formerly NEA Membership Division assistant director and an NEA regional representative in New York City. . . . **Anna Rankin Harris,** executive director of the National Association of Women Deans and Counselors, was one of the guests invited last month to witness **President Johnson's** signing into law a bill providing equal opportunities for women in the armed services. . . . **Don Davies,** executive secretary of NCTEPS and **James Olivero,** NCTEPS assistant secretary, have been appointed to the Florida Governor's commission to evaluate school staffing patterns and certification procedures. . . . **Al Smith,** a Ford Foundation intern in the Leadership Fellow program, has joined the staff of the NEA Division of Rural Service for two months.

# Southern California Teachers Found Institute for Improvement of Teaching

Southern California teachers have established an Institute for Teaching to provide continuing education for teachers of all levels and all subjects. The institute—founded by the California Teachers Association, Southern Section— is designed to open channels of communications among groups, agencies, and institutions that are able to contribute to the improvement of teaching. Further, the institute is designed to provide a program leading to the continuous self-renewal of the teacher in order to make him more effective in the classroom.

### Concern for Quality Teaching

Richard D. Batchelder, CTA Southern Section executive secretary and president of the institute, said that "too often in the past, professional associations of teachers have been identified almost exclusively with salary improvement, legislative efforts, and other bread-and-butter activities. These concerns are understandable, and will continue; but the formation of our institute is a dramatic demonstration of our concern also for the quality of teaching itself."

The institute combines the resources of speakers and consultants, research, timely literature, and the experience of practitioners in a package adjusted to the specific requirements of groups using its services.

"In essence," Mr. Batchelder said, "this institute is a catalyst which focuses educational and community resources on the improvement of teaching."

# Hartke Stresses Continuing Education For Roles in Affairs of Democracy

"Throughout our history we have fostered a curious contradiction in our education. We have educated the child, who could not participate in the affairs of democracy, but we denied continuing education to his parents, who were charged with making the decisions which shape our national destiny." So said Sen. Vance Hartke (D-Ind.) to 1,600 adult educators attending the 16th annual conference of the National Association for Public School Adult Education, held November 16-20 in Philadelphia.

The NAPSAE conference was held at the same time and place as the conferences of the Adult Education Association of the USA and the Council of National Organizations.

Robert Finch, director of adult education, Cincinnati (Ohio) Public Schools, was installed as president of NAPSAE during the meeting. Mr. Finch scored the federal government for "failing to utilize the full facilities of the nation's public schools in solving the nation's social crisis. Time is running out on federal projects and the thousands of federal experiments designed to solve today's social economic crisis." he said. "Our advice is to turn on the lights in the nation's school buildings and have us call in the best teachers available."

In conjunction with the conference, the recently formed National Council of State Directors of Adult Education held its first annual meeting and became an affiliated unit of NAPSAE.

## FLORIDA SANCTIONS . . .

(Continued from page 1)

1967. On July 21, the Executive Committee voted to stiffen the sanctions by advising the nation's leading corporations, banks, industrial organizations, financial press, and their executives of the deficiencies in the Florida public schools.

### Stiffer Sanctions

The stiffer sanctions were requested by FEA, which had imposed sanctions May 24 and stiffened them June 3.

The current Florida school crisis began in March 1965, at which time FEA urged the 1965 session of the state legislature to take steps to improve school conditions. When that legislature failed to act positively, FEA asked for an NEA investigation of state school conditions.

An NEA investigation was made by a committee set up by the NEA Professional Rights and Responsibilities Commission. The committee reported in March 1966 that politics and tax weaknesses were at the heart of the state's school troubles.